

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

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

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

**Haywood County Schools Vision for local AIG program:** Haywood County Schools' vision is to discover, nurture, and develop the potential of every student to achieve success for today, preparation for tomorrow, and learning for a lifetime by providing a challenging education for all of our students. Services for academically and/or intellectually gifted (AIG) students are an integral part of the vision to achieve an excellent level of education for all. It is the responsibility of the entire staff to meet the needs of gifted students. Haywood County Schools endorses the North Carolina definition of giftedness and develops programs and services that address these needs.

We believe

- Academically and/or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment.
- Academically and/or intellectually gifted students exhibit high performance capability in intellectual areas and/or specific academic fields
- Academically and/or intellectually gifted students require differentiated education services beyond those ordinarily provided by the regular education program.
- Academically and/or intellectually gifted characteristics are present in students from all cultural groups, across all economic strata, and in all areas of human behavior.
- Academically and/or intellectually gifted students need early and continuous opportunities to interact

with gifted peers.

- Academically and/or intellectually gifted students need services that support their social and emotional needs as well as their cognitive needs.

#### Purpose

Haywood County Schools will address gifted education by

- utilizing multiple criteria to identify academically and/or intellectually gifted students.
- differentiating the educational program for academically and/or intellectually gifted students.
- offering a variety of settings and learning opportunities to enhance the students' freedom to develop and to demonstrate gifted behaviors.
- promoting positive attitudes regarding gifted education through communication and collaboration among school staff, parents, and the community
- engaging parental and community support for gifted education and seeking new ways to provide enrichment programs.
- providing ongoing staff development opportunities for teachers of academically/and/or intellectually gifted students.
- monitoring the effectiveness of gifted services and striving for continuous improvement.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$367395.00	\$7500.00	\$0.00	\$0.00

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## **Standard 1: Student Identification**

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

### **Practice A**

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:** In order to accurately identify giftedness in students, clear, comprehensive and equitable screening, referral, and identification processes must be in place. Haywood County has a county-wide identification process in place and employs multifaceted procedures to ensure that all stakeholders know, understand and implement the current process for screening, referral and identification of gifted students. We are revisiting our identification criteria in order to include an Intellectually Gifted criteria along with Academically Gifted Reading and Academically Gifted Math.

**Goals:** We will establish letters and/or brochures to explain our identification process to students, parents/guardians, school personnel, and the community.

1. Screening, referral, and identification processes will be clear to classroom teachers and school leadership
2. Screening, referral, and identification processes will be clear to parents and community members
3. Ensure that students are accurately referred to the AIG program

**Description:** -This site is an active link from our county's homepage. It contains the handbook explaining screening, referral, identification, and due process procedures. The AIG website is maintained by the AIG Coordinator.

-The site will be updated every nine weeks or as quality materials become available. We will explain our AIG program at Parent Nights.

-We will create newsletters for all stakeholders.

**Planned Sources of Evidence:** Haywood County Schools AIG website

Brochures/letters for school personnel, students, parents/guardians, and community members regarding identification process

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

**Rationale:** Our current identification procedures allow us to identify gifted students, but we should increase the measures used to reveal student aptitude, achievement, and potential for further development of our AIG program. Also, we recognize that we should more effectively employ the use of multiple criteria for identifying giftedness.

**Goals:** We will determine which additional measures will assist us in identifying student aptitude, achievement, and potential.

We will purchase additional measures to use for identifying student aptitude, achievement, and potential.

We will provide professional development to classroom teachers on the use of these additional measures for identifying gifted students.

We will effectively employ the use of multiple criteria.

We will develop a comprehensive profile for each student referred for screening and identification.

**Description:** We have investigated various measures that will assist us in identifying student aptitude, achievement and potential. We have looked at current practices already in place across our region and state. Once we identify the measures that will most effectively and appropriately identify students for the levels of service we provide, we will purchase these materials. AIG Specialist will be trained on how to administer, score, and use these materials.

Classroom teachers will also receive training regarding the measures we employ to identify students and the information these measures provide. We will determine how to incorporate additional criteria into our identification process by examining current research in the field of gifted education as well as current practices across our region and state. Once we determine additional criteria to include for use in developing a comprehensive profile for each student, we will add this information to our identification process.

**Planned Sources of Evidence:** -Purchase and use identified testing materials that identify student aptitude and achievement

-Outside resources/personnel that will guide us in developing a deeper understanding of student performance and potential

-Student AIG folders containing identification information

-LEA's AIG plan

**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:** Identifying students from underrepresented populations within our county is a priority for our schools and AIG program. More accurate identification of these students will allow for services which are matched to students' needs.

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

**Description:** AIG Specialists will provide ongoing education on the characteristics of gifted children from all populations, as well as traits that can obscure gifted behaviors. AIG Specialists will conduct and participate in Professional Learning Communities and other staff initiatives to decrease stereotypical perceptions of the gifted student and increase the awareness of atypical gifted learners.

We will collaborate with our school psychologists and our EC teachers to gather needed data when it appears that an EC student is potentially twice-exceptional. We will work to education regular education teachers for traits that these unique students may display.

Working together, the AIG Department and the ESL Department will provide assistance to classroom teachers on recognizing and nurturing ESL students or students who are not in the ESL program but are in homes where English is not the primary language and who are showing traits of giftedness. Practices to increase students nominated and identified should include authentic procedures for evaluation such as portfolios or performance assessment, analyzing subtest scores for strengths, and developing culture-specific checklists and rating scales.

Current instruments used for evaluation:

Naglieri Nonverbal Ability Test 2 (NNAT2)

Otis-Lennon School Ability Test

Cognitive Abilities Test (CogAT)

Woodcock-Johnson III Tests of Achievement

NC End of Grade Tests

**Planned Sources of Evidence:** Student confidential AIG folders

Annual demographic data to analyze

Evidence of referrals from underrepresented populations

AIG Specialists and teacher education on characteristics and traits in identifying giftedness in traditionally underrepresented populations

Samples of portfolio-based identification using non-traditional criteria

Documented testing accommodations

**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:** Screening and identification procedures have been clearly outlined in this AIG plan for Haywood County Schools. Haywood County Schools AIG plan has developed procedures that ensure fair, equitable, and consistent screening, referral, and identification of students who demonstrate the need for additional rigorous academic differentiation. Clearly articulated guidelines lead all areas of the identification process.

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

**Description:**

Each school has an Academically and/or Intellectually Gifted Leadership Committee (AIGLC) comprised of the AIG specialist, Lead Teacher, and regular education teachers as well as other stakeholders who can contribute information about students who have been nominated, tested or placed into the AIG program. Students may be referred to the Academically and/or Intellectually Gifted Leadership Committee for consideration for placement in the Academically and/or Intellectually Gifted program through three means: screening, nomination, and transfer records. Students in grades Kindergarten through eight are routinely screened for evidence of demonstrated need for possible placement in the Academically and/or Intellectually Gifted program. This screening takes place twice yearly; mid-year and end-of-year. A "Student Profile" will be started for all students who meet one or more of the criteria.

Individual students in grades K–12 may be nominated for screening by teachers, parents, or peers. Students may be nominated if there is evidence of one or more of the criteria. A "Student Profile" will be started for all students who qualify for nomination.

Students whose transfer records document eligibility for placement in a gifted program in another school system will be considered for placement in the Academically and/or Intellectually Gifted program in Haywood County. A "Student Profile" will be started for each of these students, and assessments and data will be acquired as necessary.

Placement decisions will be made by the Academically and/or Intellectually Gifted Leadership Committee at each school, and will be based on criteria met for the levels of service offered by the Academically and/or Intellectually Gifted program. Student Profile folders will include all of the data gathered on each student.

**Planned Sources of Evidence:** Student AIG confidential file

Minutes from school AIGLC meeting

AIG Handbook including testing protocols

AIG Testing windows during the winter and spring of each school year

AIG Specialist Professional Learning Communities and meetings

**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 Focused Practice for 2013-2016.**

**Rationale:** Policies for informed consent regarding identification and placement, transfers from other LEAs, and procedures for resolving disagreements are currently in place. Maintaining student confidentiality is a priority for our AIG program and ensuring that students' rights are protected will be a continued focus.

**Goals:** Consistent implementation of written policies and procedures to ensure the rights of AIG students and parent/guardians.

**Description:** The rights of AIG students will be clearly outlined and shared with all stakeholders through the Haywood County AIG Parent Handbook. A handbook will more clearly articulate policies and procedures regarding AIG rights, informed consent, reassessment, transfers, and procedures for resolving disagreements. All forms will be updated to reflect current practice and policies.

Transfer students who have been previously identified in another system or another state will be reviewed by the AIG Teacher, for differentiated services upon entering Haywood County Schools, utilizing the criteria in place for identifying students in the district.

**Waiver of AIG Service**

Once a student is identified AIG, that identification remains, even if the parents/guardians or student opt out of the program. Parents/guardians who wish to waive AIG services for their AIG student should complete the "AIG Waiver of Service" form. This form should be filed in the student's AIG identification folder.

**Planned Sources of Evidence:** Haywood County AIG Parent Handbook  
AIG Forms  
Haywood County School's AIG web site

**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:** A confidential file is maintained for every AIG identified student in Haywood County Schools. These records are reviewed annually with parents/families through a Differentiated Education Plan (DEP) conference. The DEP outlines the service delivery options and the conference allows parents to discuss the identification process.

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

8/8/2013

**Description:** Annually, Differentiated Education Plans (DEPs) are developed/reviewed with the input of classroom teachers, AIG specialists, parents, and students where appropriate. Parents and/or students annually meet with teachers/specialist to review Differentiated Educational Plans (DEP) and discuss available service options. AIG documents will continue to be updated as needed. A list of all students who have been identified or who are in the screening process will be generated and maintained each school year in order to ensure students who move between schools are appropriately served. Students who perform high on either achievement or aptitude testing but are not nominated for testing will be placed on a "watch list" where teachers will document through anecdotal notes or student work samples traits that identify the need to possibly be tested for services.

**Planned Sources of Evidence:** AIG Moodle where all forms and processes are posted  
Annual DEP meeting notices  
Confidential file notice in place in all cumulative folders for both active AIG services or "watch list" identification.

**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 Focused Practice for 2013-2016.**

**Rationale:** Adapts the Common Core and NC essential standards according to identified abilities, readiness, interests, and learning profiles, K-12. To ensure instruction is equitable for all AIG students across the school district, a plan for a regional AIG endorsement is being formulated and will be put into place upon completion. This endorsement will train classroom teachers how to differentiate curriculum for the diverse needs of our AIG students.

**Goals:** -To provide classroom teachers training for working with identified students as well as support within the classroom environment.

-To provide rigorous and relevant instruction for AIG students by using the Common Core and NC essential standards as a base line for enrichment and differentiation.

-AIG Specialists will re-examine pedagogical tools such as curriculum compacting, tiered assignments, and other methods for extending and enriching students' study of the NCSCoS.

-During collaborative planning time, elementary AIG specialists will study the NCSCoS in order to increase familiarity and thus build lessons and learning experiences which have strong connections with the content students are learning in the regular classroom.

-Elementary AIG specialists will develop and share conceptual units of study which can be used in a pull out setting or in collaboration with a classroom teacher. These units will also encourage global studies which connect to the NCSCoS.

**Description:** The HCS AIG program builds upon and extends the Common core and NC essential Standards. A Nurture program has been developed and implemented in grades K-2. Enrichment groups 3-8 integrate thinking and technology skills with topics in reading/ language arts and math. The curriculum includes advanced content and resources that challenge gifted learners. Regional Endorsement will provide AIG training to classroom teachers ensuring differentiation for gifted learners.

**Planned Sources of Evidence:** Plans for Regional endorsement  
Pacing Guide for Nurture Program  
Grade level plans areas of focused instruction  
Classroom teacher completion of endorsement documentation

**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:** AIG specialists enrich, extend, compact, and accelerate the curriculum to address a range of ability levels in language arts, math, and other content areas. To ensure the quality of differentiated instruction in the classroom, a regional AIG endorsement training will be provided for teachers working with AIG students. Currently, acceleration options are most prevalent in math due to students being able to take Algebra I as seventh or eighth graders if they have demonstrated readiness. In the coming years, additional opportunities for middle school students to take high school classes will become available in other content areas. Additionally, high school students will be provided more opportunities to take college-level courses in addition to the current advanced and/or Advanced Placement options. While we may have held students back in previous years due to a lack of options for acceleration and a fear they would "run out of choices" in middle or high school, these issues should no longer be a problem. Therefore, we need to focus on identifying students who are ready for enrichment, extension, and acceleration in language arts, math, science, and social studies K-12 and provide opportunities for this to occur.

**Goals:** Identify best practices for grade level instruction: cluster grouping, curriculum compacting, pull out, or push in. Train classroom teachers in best practices for differentiation, develop a differentiation check list for planning.

We will increase the options for high school courses available to middle school students.

We will increase the opportunities for high school students to take additional college-level courses.

We will increase opportunities for enrichment, extension, and acceleration in language arts, math, social studies, and science K-12.

**Description:** Teachers and AIG Specialists support students by offering differentiated instruction that allows for exploration, problem solving, higher order thinking, use of multiple intelligences, and performance-based research. Teaching strategies need to include a variety of teaching formats, address student's learning profiles, and require students to derive their own understanding of the content. Gifted students are placed in cluster groups to facilitate the peer interaction necessary for the cognitive growth of the AIG students. Flexible grouping options are available in classrooms to meet the unique needs of the gifted student. Strategies for differentiation include, but are not limited to anchor activities, curriculum compacting, Socratic seminars, problem-based learning, experiential learning, interest based learning, and tiered assignments.

**Planned Sources of Evidence:** -Documentation of workshops, webinars, or Moodles completed by AIG specialists, classroom teachers, administrators.

-Shared instructional resources

-Lesson plans/curriculum webs (units)

- Guidelines for middle school students taking high school courses, which include course options in language arts, math, science, and social studies

- Documentation of acceleration, enrichment, and extension opportunities for K-12 students

**Other Comments:**

**Practice C**

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

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

**Rationale:** Gifted learners require differentiated curriculum and instruction that will engage and challenge them to: think deeper, out of the box, beyond curriculum standards.

**Goals:** To provide rigorous and relevant instruction by providing resources and educational opportunities that engage and challenge our gifted learners.

**Description:** Teachers and AIG Specialists support students by offering differentiated instruction that allows for exploration, creative problem-solving, higher order thinking, shared inquiry, cooperative learning, group investigation, higher order questioning, focus on learning styles, use of multiple intelligences, problem-based learning, research, concept based instruction, simulations, role play, Socratic seminars, contests, competitions and performance-based research.

By offering choice of assignments and by providing authentic audiences, teachers provide immediate avenues for differentiation by ability levels. Methods used include the following: learning contracts, tic-tac-toe boards, student selected projects and open-ended assignments. At the elementary and middle schools, AIG specialists often co-teach with classroom teachers to help implement a variety of teaching practices and methods.

**Planned Sources of Evidence:** Samples of Lesson Plans

Teacher observation records, that include a differentiation checklist  
AIG plan  
DEP/IDEP  
Problem-based units  
Newsletters

**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:** Gifted students require authentic, challenging, differentiated curriculum and instruction to meet their intellectual need for complexity and abstraction. Within the context of the Common Core and NC Essential Standards, students must also learn skills such as critical thinking, problem solving, communication and collaboration. Gifted learners must develop these skills in order to become successful contributors to our global society.

**Goals:** Develop grade level AIG curriculum units that contain a variety of 21st century content and skills. Collaborate with classroom teachers to develop 21st century projects with differentiation for gifted learners.

Provide opportunities for students through competitions and contests, i.e. Odyssey of the Mind, elementary and middle school Battle of the Books, Envirothon, etc.

**Description:** HCS AIG grade level curriculum units will contain a variety of 21st century content and skills. Units will focus on high-level content as well as critical and creative problem solving. Performance-based assessment is an integral part of the units. Opportunities for critical thinking, problem solving, high level communication and collaboration, creativity and innovation will be provided by classroom projects and competitions at the local and state level.

High school teachers have received a variety of materials for AP classes such as novel sets, scientific and statistical materials, books of sample AP exam questions, review guides, Spanish/English dictionaries, flash card sets for AP exams and tuition for AP preparation courses.

**Planned Sources of Evidence:** -Develop and publish a thorough inventory of research-based materials and resources available for Haywood County Schools AIG personnel and classroom teachers

- Agendas demonstrating sharing of best practices at AIG PLCs and with classroom teachers during staff meetings or planning sessions
- AIG NCEOG growth data
- Program curricula
- William and Mary curricula
- Novel Sets
- Purchase orders
- PETS
- Duke TIP curricula

**Other Comments:**

**Practice E**

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

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

**Rationale:** When learning is relevant and connected to real world issues, the gifted student finds value in what he/she is learning. Twenty-first century content and skills are vital to the future learning of AIG students. Learning includes content knowledge, but also involves metacognitive skills, global awareness, and application of learning. When students apply what they are learning to real world contexts, they must think critically and creatively. As specialists and classroom teachers become more adept with these skills, they will be more able to meet the needs of 21st Century AIG learners. AIG specialists will continue to explore technology and how it can be used to enhance student learning. The Teacher Evaluation Instrument places heavy emphasis on the incorporation of core content and 21st century content. It will be a focus for AIG specialists to be intentional in their lesson and unit designs to ensure that 21st century knowledge and skills are an integral part of the curriculum.

**Goals:** AIG specialists will provide the following at their schools:

- staff development
- resources
- teaching demonstrations
- collaborative planning and teaching
- development of curriculum units for each grade level
- Elementary school AIG specialists will work together to create problem based units and implement these units for students at grade specific levels
- Middle school AIG specialists will work together to create problem based units and implement these units for students as they progress from sixth to eighth grade

**Description:** AIG specialists will survey school staffs to prioritize 21st century skills for classroom implementation over the next three years.

AIG specialists will develop specific staff development activities, compile resources, and plan demonstration lessons as schedule allows.

AIG specialists will schedule staff development sessions with the principals at each school.

AIG specialists will schedule at minimum one hour per week per school for collaborative planning and/or teaching with classroom teachers.

Elementary AIG Specialists will collaborate to develop two units of study per grade level 3 - 5 that will foster the development of 21st century content and skills.

Middle School AIG Specialists will collaborate to develop two units of study per grade level 6 - 8 that will foster the development of 21st century content and skills.

**Planned Sources of Evidence:** -Staff survey

- Model lessons
- AIG specialists' schedules
- List of resources

- Elementary school grade specific units
- Middle school grade specific units

**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:** Teachers and administrators have a variety of assessment data available to determine students' areas for strengths and improvement. Formative assessment allows for flexible grouping and assignments that meet the changing needs of AIG students. The use of formative and benchmark assessments also aids in the development of differentiation strategies for individual students. These tools need to be matched to the conceptual units and learning styles of the AIG students being served.

**Goals:** More productive use of assessments to improve differentiation for gifted students.

**Description:** The following assessments are currently being used: SRI, Guided Reading, ClassScape and Case21. Staff development will be provided to demonstrate how the results of assessments such as these can be used to improve differentiated instruction.

Middle school students are given special math tests such as the Orleans-Hannah and locally developed assessments when determining placement into honors math classes.

**Planned Sources of Evidence:** Assessment results matched with differentiated lesson plans.  
Staff development agendas and rosters.  
Pretests  
Student Portfolios  
Math placement tests

**Other Comments:**

**Practice G**

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

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

**Rationale:** AIG students have specific social and emotional needs that occasionally mask their giftedness. Failure to understand and meet the social and emotional needs of gifted students can result in lack of growth and/or achievement. Curricular and instructional practices should be responsive to the needs of gifted learners in order to engage each child. Becoming more aware of

the characteristics of gifted children will allow specialists and classroom teachers to serve students more effectively.

- Goals:**
1. Classroom teachers, guidance counselors, administrators, parents, students, and AIG specialists will understand the unique social and emotional needs of gifted students.
  2. Gifted learners will be a part of a supportive, nurturing environment where they receive the emotional support necessary to enhance learning.
  3. Gifted learners will feel accepted for ways in which they are similar to and different from their peers.
  4. Develop curricula and practices to address the social and emotional needs of gifted students.

**Description:** AIG students have needs other than academics. In order to address the affective dimension for gifted students, AIG specialists, classroom teachers, and school leadership will need to understand the social and emotional needs of gifted learners more clearly. AIG specialists will work within their PLC to educate themselves and, in turn, teach others about the special social and emotional needs of AIG students. Activities, training, and curriculum resources which address gifted children's social and emotional needs will be provided to all stakeholders. AIG specialists will complete a book study using The Gifted Kids' Survival Guide which addresses the social and emotional needs of gifted learners.

**Planned Sources of Evidence:** Book Study on "The Gifted Kids' Survival Guide"  
Feedback from the social and emotional article/book study  
Resources to help all teachers address the social and emotional needs of AIG students  
Agendas from times of collaboration among specialists and between classroom teachers and specialists

**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:** Giftedness exists at all ages, and students in kindergarten through third grade require differentiation and nurturing to achieve their potential. Classroom teachers must understand the characteristics of young potentially gifted students in order to nurture them. We have found that K-3 teachers already do an excellent job differentiating for a variety of student needs. We will continue to nurture the potential of K-3 students.

- Goals:**
- Meet the social, emotional, and academic needs of young (K-3) learners who demonstrate the potential for giftedness.
  - Challenge young students who show gifted potential to continue to show growth.
  - Value the academic gifts of young learners.

- Cultivate and develop the potential in K-3 bright students through differentiation and strategies.
- Elementary AIG specialists will work in cooperation with primary grade regular classroom teachers to identify students who show academic or intellectual potential.

-Classroom teachers will develop strategies to differentiate the curriculum for students who show advanced potential.

**Description:** In order to cultivate and develop the potential of young (K-3) students, the AIG Program in Haywood County Schools will continue to implement concept-based units that challenge learners to apply the NCSCoS in problem-based, relevant situations. Broadening young students' thinking beyond the factual and knowledge dimensions will allow young learners to develop their gifted potential. The AIG Program will examine curriculum resources which encourage this type of teaching and learning in the regular classroom as well as when working with gifted specialists.

Current strategies and programs include Primary Education Thinking Skills (PETS). The AIG Program strongly encourages principals to cluster high ability students in grades one through three to allow gifted students to learn with like minded students. AIG specialists will share the characteristics of gifted learners with classroom teachers in grades kindergarten through three. Specialists will collaborate with regular education teachers to determine the most effective means of differentiation for each student. Potentially gifted K-3 learners can be served by both whole group lessons and pull out groups as appropriate. AIG specialists will work with K-3 students in developing strategies used in reading, mathematics, content areas, and problem solving.

**Planned Sources of Evidence:** -Lessons developed by elementary AIG specialists

- Observation checklists
- Elementary AIG specialists' schedules
- Primary Education Thinking Skills (PETS)lessons
- Evidence of collaboration between specialists and classroom teachers

**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 Focused Practice for 2013-2016.**

**Rationale:** Educators who collaborate are better able to realize and address the needs of gifted students. Working in collaboration, school professionals can more efficiently create effective learning experiences. Including Exceptional Children personnel helps identify students who may be dually exceptional and to better meet those students' needs. Building these connections will ensure the continuation of best practices for all students.

**Goals:** - Implement rigorous and relevant learning experiences matched to the needs of gifted

students

- Engage gifted students in learning through appropriately differentiated curricula
- Establish networks of educational professionals within and between schools
- Build a collaborative network between AIG specialists and exceptional children's teachers
- Implement programs and strategies consistently that are used to differentiate curricula and instruction
- Identify giftedness in students including those who are dually exceptional

**Description:** AIG Specialists will continue to collaborate with all educational professionals within the school setting. AIG specialists will help the total school community by assisting classroom teachers with differentiation strategies, unit preparation, and understanding the characteristics of gifted learners. Specialists will be available for staff meetings and/or individual consultation with school professionals. Teachers and specialists will work with principals to establish schedules which will allow AIG specialists to meet with classroom and exceptional needs teachers.

AIG specialists will collaborate with EC teachers to learn more about dually exceptional students, identification practices, and methods for differentiating instruction.

**Planned Sources of Evidence:** - Schedule and minutes of planning meetings

- Evidence of professional development offered by AIG specialists
- Minutes from AIG specialists' planning/sharing monthly meetings
- Examples of AIG specialists collaborating with EC teachers (differentiated units, planning meetings, specific strategies)
- AIG specialists' schedules

**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 AIG program of Haywood County Schools has a vision of excellence in gifted education. AIG licensed educators understand the needs of gifted learners and ensure that these students' needs are met by the programs and practices in place. Having AIG students and the AIG program monitored by a professional at each school who understands and is trained in gifted curriculum matters is essential to meeting the needs of gifted learners. Qualified personnel are better able to identify gifted potential in students and to offer differentiated services to those that qualify. In addition to AIG specialists serving in school-based or classroom roles, Haywood County Schools will have at least one AIG-licensed educator at the district level that will assist in guiding the program. In collaboration with AIG specialists, this person will guide, plan, develop, implement, revise, and monitor the local AIG program.

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

**Description:** The AIG Coordinator in Haywood County Schools is required to have the minimum certification or additional expertise:

- ~ North Carolina teacher's license
- ~ Minimum of three years successful classroom teaching experience
- ~ Master's Degree in School Administration
- ~ NC Licensure in Gifted Education

The AIG Coordinator in Haywood County has the minimum responsibilities:

- ~ Ensures system-wide implementation of the Local Plan and accountability of the AIG Program
- ~ Communicates with schools, outside agencies, and others regarding AIG Program policies, procedures, and concerns
- ~ Serves as liaison between the AIG Program and Central Services
- ~ Represents the AIG Program at local, regional, state and/or national meetings and LEA functions, to include online GoTo Meetings and other webinars
- ~ Initiates and oversees the development of the AIG curriculum
- ~ Maintains electronic and hard copy data on identified AIG students to include accurate Child Count data
- ~ Oversees the development of all AIG protocol, guidelines, and procedures
- ~ Oversees all AIG personnel
- ~ Conducts or oversees professional development for AIG staff and other personnel involved in the education of gifted students (i.e. county-wide Professional Development days, etc).

- ~ Coordinates with administrators and Human Resources in the hiring of AIG personnel
- ~ Prepares AIG Allotments for review and approval
- ~ Oversees the purchasing of all AIG equipment, curriculum materials, office supplies, etc.
- ~ Ensures that the AIG populations receive differentiated and appropriate services at school sites

**Planned Sources of Evidence:** ~Current NC AIG license of HCS AIG Coordinator  
~Annual list of professional development attended by AIG Coordinator  
~Calendar of AIG-related local, state and national meetings attended by AIG Coordinator

**Other Comments:**

**Practice B**

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

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

**Rationale:** AIG Specialists must receive staff development to stay current on best practices for AIG students, including 21st Century Skills. Haywood County AIG Specialists' current practice is to use small group pullouts, inclusion and subject grouping opportunities to address all needs of gifted learners.

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

**Description:** AIG specialists schedule students, select materials, create and modify units, and develop daily lesson plans to meet the academic, intellectual, social, and emotional needs of gifted learners. AIG specialists and advanced level teachers will continue to plan academic lessons that include novel studies, math enrichment, and problem based learning. At the elementary and middle school level, AIG specialists collaborate with the classroom teacher to address social and emotional needs of the AIG students. AIG specialists are provided opportunities to participate in professional development and conferences which promote best practices in gifted education.

**Planned Sources of Evidence:** Lesson plans  
Class schedules  
Curricular resources  
Certificates of Professional Development

**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:** In providing professional development regarding AIG programs and services, we need to design and implement opportunities for all types of school personnel, including classroom teachers, exceptional children's personnel, counselors, and school administrators. This professional development should be provided consistently in all schools and include information regarding the roles each group plays in implementing the AIG program and services.

**Goals:**

1. Invite teachers to participate in AIG PLCs and AIG professional development.
2. Develop and implement professional development explaining the AIG program and services for a variety of school personnel, including classroom teachers, counselors, and administrators in all schools.
3. Clearly identify and share the suggestions of all personnel who work with AIG students.
4. Provide professional development which leads to classroom teachers achieving a local AIG certificate who are prepared to meet the needs of gifted students.
5. Each AIG student served by AIG licensed or certified personnel on a regular basis.

**Description:** The AIG Coordinator and AIG Specialists will collaborate to establish requirements for Haywood County Schools' Professional Development for teachers and support personnel who teach and work with gifted students. Utilizing a train-the-trainer model, AIG specialists will be trained to deliver staff development workshops to regular education teachers and support personnel. Workshops may include: differentiation, tiered lessons, best practices for educating gifted learners, social/emotional development of gifted learners, curricular compacting, creativity/problem solving, or other areas of needs.

**Planned Sources of Evidence:** - Participation in AIG PLCs

- Development of introduction to gifted education, co-teaching, and differentiation professional development

- Participation of classroom teachers in locally developed professional development which leads to earning the Haywood County School AIG certificate

**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:** AIG students deserve differentiation of academics as well as teachers who understand the special social and emotional needs of gifted learners. Haywood County Schools seeks to ensure that all personnel that work with AIG students are qualified and prepared to offer appropriate services. Haywood County Schools has a vision of increasing the number of AIG licensed teachers as we acknowledge that AIG licensed teachers receive the most intensive training in working with gifted students. Due to the financial burden that placing a requirement to hold AIG licensure in order to

teach gifted students would place on teachers, Haywood County Schools wants as many classroom teachers as possible to have the minimum of a local AIG certificate. By attaining this certificate, the AIG program ensures that these teachers understand the unique needs of gifted learners. Currently a local certificate does not exist and thus teachers who lack the time and/or resources to attend a university to achieve AIG licensure receive little or no professional development on working with gifted learners.

**Goals:** 1. To establish requirements for an LEA Professional Development Plan focusing on AIG program and services for regular education teachers and support personnel.  
2. Support classroom teachers to effectively meet the needs of the gifted learners in their classrooms.  
3. Cluster gifted learners in classrooms where they can learn with other identified students.  
4. Teaching gifted learners by professionals who understand their learning and emotional needs.  
5. Provide professional development and/or licensure opportunities to all teachers who teach AIG students.

**Description:** Over the next three years, a variety of professional development opportunities will be developed and delivered to teachers of gifted students. These professional development opportunities will lead to a local AIG certificate for these teachers if they fulfill all requirements. Administrators will be educated regarding this standard and provided lists of teachers at their site who have either licensure or a local certificate. Teachers will be encouraged to obtain gifted licensure through partnerships with local universities.

**Planned Sources of Evidence:** 1. Lists of teachers with local AIG certificate  
2. Teacher participation in professional development leading to local AIG certificate  
3. Teacher enrollment in AIG licensure programs  
4. Professional development offered and created for local AIG certificate

**Other Comments:**

**Practice E**

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

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

**Rationale:** Professional development should serve gifted specialists, administrators, teachers, and all educational professionals who work with gifted students. By offering professional development to each of these groups of professionals, the needs of AIG students can be advocated for, understood, and better met. Professional development is key for screening, identifying, meeting social and emotional needs, and differentiating. Professional development should always be designed to improve effectiveness of teachers in meeting the needs of students.

**Goals:** 1. Facilitate the growth of AIG specialists, administrators, classroom teachers, school counselors, and exceptional needs teachers through a variety of professional development offerings.  
2. Address the needs of AIG learners through effective screening, identification and programming.

**Description:** The AIG program of Haywood County Schools is only one of the many ways that the system seeks to promote excellence in each student. One goal of this current AIG plan is to more accurately identify students from traditionally underrepresented populations. In order to do this, the Haywood County Schools educational community needs to better understand the characteristics of these students.

Haywood County Schools will seek out and participate in professional development regarding tools for screening and identification of gifted students from various populations. We currently use the NNAT to screen these students, but we recognize that there are additional traits that often are missed about which we need to be educated. Some of this professional development will involve learning to use non-traditional tools for identification.

Another AIG program goal, which is also a goal of Haywood County Schools, is to move to more conceptual planning, teaching, and learning. Professional development will be provided to our AIG specialists who, in turn, will provide support and guidance to classroom teachers. The coordinator of gifted education in Haywood County will work to ensure that the AIG program is an integral part of district initiatives.

**Planned Sources of Evidence:** 1. Staff development opportunities developed and offered  
2. Screening and Identification tools examined through professional development and implemented at pilot schools  
3. Alignment of the AIG program mission and the Haywood County School's mission

**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 Focused Practice for 2013-2016.**

**Rationale:** North Carolina, along with other states, has adopted the Common Core State Standards for nationwide curriculum alignment. Our AIG program is in the process of being realigned to adjust to these changing standards. Standards have evolved to reflect the processes and skills needed by a 21st century learner. By better understanding the 21st century skills, our AIG specialists will be better equipped to infuse these skills into planning and teaching. In turn, this will allow our AIG students to reach their fullest potential and be future ready. AIG specialists will be developing units aligned with the CCSS that will prepare students to be globally aware and competitive in and out of the school setting.

**Goals:** AIG specialists will continue to consider state and national standards when creating Differentiated Education Plans (DEP) and Individual Differentiated Education Plans (IDEP).

AIG specialists will be evaluated on the North Carolina Professional Teaching Standards Evaluation Rubric based on 21st Century Skills.

AIG specialists will continue to attend local, state and national AIG-related conferences, as funding

allows, keeping up-to-date on state and national standards and best practices.

**Description:** Create Professional Learning Communities to

- Highlight ways teachers can seize opportunities for integrating 21st century skills, tools and teaching strategies into their classroom practice — and help them identify what activities they can replace/de-emphasize
- Balance direct instruction with project-oriented teaching methods
- Illustrate how a deeper understanding of subject matter can actually enhance problem-solving, critical thinking, and other 21st century skills
- Enable 21st century professional learning communities for teachers that model the kinds of classroom learning that best promote 21st century skills for students
- Cultivate teachers' ability to identify students' particular learning styles, intelligences, strengths and weaknesses
- Help teachers develop their abilities to use various strategies (such as formative assessments) to reach diverse students and create environments that support differentiated teaching and learning
- Support the continuous evaluation of students' 21st century skills development

AIG specialists will continue to provide the following at their schools:

- staff development
- resources

**Planned Sources of Evidence:** -Individual Differentiated Education Plans

- Differentiated Education Plans
- List of professional development that aligns with state and national teaching standards, including 21st Century Skills.
- List of AIG-related local, state, and national conferences attended by HCS AIG teachers.

**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:** Educators are best able to meet the needs of their students when they have the opportunity to work in collaboration with others. Allotting time for AIG Specialists to collaborate with one another will allow for the sharing of best practices and to ensure consistency across Haywood County Schools. This planning and consistency will strengthen the AIG program in Haywood County. Professional development for AIG specialists and other teachers is a key to growth. Furthermore, professional development of classroom teachers means that learning is more likely to be

differentiated throughout the school day for the gifted student.

- Goals:**
1. Establish time for AIG specialists to plan collaboratively
  2. Establish dedicated time at the school level for AIG specialists to plan with classroom teachers preferably during their grade level planning time to ensure quality planning.
  3. Differentiate learning consistently and effectively to meet student needs
  4. Develop, implement, and evaluate the effectiveness of conceptual units of study

**Description:** AIG specialists need dedicated time to collaborate with other specialists. This collaboration is best achieved when specialists can meet in planning groups. Time will be established for specialists to meet on a regular basis during and after the school day. This time will be used for planning and professional development.

In addition, annual strategic plan meetings will be scheduled and established to assess the implementation of the strategic plan over an extended period of time. AIG specialists will coordinate with classroom teachers at their school sites to address professional development needs of classroom teachers. AIG specialists will assist in the development of units that will assist classroom teachers in differentiating instruction for gifted learners.

- Planned Sources of Evidence:**
1. AIG PLC attendance
  2. AIG differentiated units
  3. Notes from AIG planning times

**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 Focused Practice for 2013-2016.**

**Rationale:** The Haywood County School System provides a variety of services for gifted and potentially gifted students that modify, supplement, and build on academic skills and knowledge. These service options are designed to meet the academic, intellectual, social, and emotional needs of the students through multiple options. The gifted learner achieves the most when each of his or her needs is appropriately addressed. We recognize that stronger comprehensive programming must be developed and implemented.

The social and emotional services for gifted learners need to be focused upon and improved. These needs are not fully being addressed by our AIG specialist on an individual level, nor by the school counselor due to lack of training and time constraints on their schedule.

- Goals:**
1. Increase the effectiveness of academic and intellectual programs and practices for gifted learners.
  2. Understand the social and emotional needs of gifted learners by all educational professionals.
  3. Establish a supportive and nurturing environment for gifted learners in each classroom.
  4. Develop a procedure for meeting the needs of the AIG students in the high school setting.

**Description:** Update the AIG curriculum (4-8) with new component of 21st Century Learning Skills. Create AIG curriculum that focuses social/emotional needs of the AIG population. Increasing rigor for gifted students by going more in-depth and/or accelerating curriculum.

**Planned Sources of Evidence:** -Individualized Differentiated Education Plans  
-Conference Logs  
-Curriculum Units

**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 Haywood County Schools AIG Program is sufficiently aligned with program goals and services in students' area of identification. We currently offer an elementary pullout enrichment program and an elective class at the middle school level to challenge students to think and explore beyond the boundaries of the grade specific curriculum. High School students who qualify may participate in advanced and AP classes offered.

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

**Description:** The comprehensive goal of the Academically/Intellectually Gifted Program is to provide identified students with an appropriate and advanced differentiated education beyond that of the grade level classroom. Haywood County Schools understands that the services of the AIG Program are but a part of a gifted student's total education. The AIG Program, regular education program, and numerous extracurricular programs work collaboratively to recognize and celebrate the students' special gifts for learning and achievement by providing students with challenges and opportunities for academic growth. Our vision is to prepare students to be lifelong learners who are capable of thinking critically, acting creatively, and accomplishing excellence in all facets of life.

It is recommended that all AIG students be clustered by their identification area. It is recommended that school personnel follow these guidelines when developing AIG clusters:

- If a school has a small population of identified students, principals should cluster all AIG students together by grade level.
- In schools with 15 or less identified students per grade level, principals should cluster these students in no more than two classes (per grade level).
- Principals may opt to place all identified students in a class (not to exceed state guidelines).
- Cluster class size should be such that it is able to accommodate newly identified students.

**Planned Sources of Evidence:** Class lists

Completion of local AIG certificate for cluster class teachers is documented through the Haywood County Schools Human Resource Department.

**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:** The AIG program in Haywood County is essential to the total instruction program. AIG services meet vital educational needs of a specific group of students. AIG specialists meet with classroom teachers to integrate gifted and regular classrooms' instruction, information, and practice. AIG specialists also collaborate with classroom teachers to combine enrichment and differentiated instruction with daily classroom instruction.

**Goals:** The Haywood County Schools AIG program will work diligently to deliver a quality educational experience to each identified AIG student.

Create a supportive environment which addresses the social and emotional needs of the gifted learner.

Implement programs that address a variety of academic areas and student needs.

**Description:** The Haywood County AIG program is aligned with the Haywood County Schools vision of Passionate Work, Productive Work, Student Success. Additionally, as Haywood County Schools works to prepare all students to be globally competitive, responsible citizens in the 21st century, the AIG program will align itself with initiatives that promote student success.

K-1 students are serviced through both a nurturing and pullout program. AIG specialists conduct whole class lessons in both K and 1st while the classroom teacher observes and documents characteristics of giftedness. Students who display traits are pulled in small groups for nurturing. K-1 students who actually are referred for testing and qualify are pulled out for resource services.

2nd through 5th grade students are pulled out and serviced in their identified area.

K-8th grade students' curriculum is designed for enrichment and acceleration.

6th - 8th grade students are serviced through clustered and advanced curriculum in core subject areas.

9th -12th grade students are serviced through:

- Honors classes/advanced courses that cover traditional content and advanced topics, discussion and responses based on NCSCoS.
- Advanced Placement Courses

The AIG program will help facilitate and/or coordinate extra-curricular activities, organizations and/or clubs to promote the academic, social and emotional growth of the gifted learner. AIG specialists will share best practices with classroom teachers of gifted students.

**Planned Sources of Evidence:** Work samples

Curriculum maps

Documentation of curriculum meetings with teachers (notes taken with people in attendance, issues discussed and resources outlined)

Schedules

**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:** We recognize that teachers, school administrators, and support staff have varying degrees of knowledge regarding the delivery of differentiated services and instruction for AIG students. Their level of knowledge depends upon the professional development that has been provided by the school, AIG Specialist and outside sources. We believe it is essential for personnel at each school within the county to receive professional development regarding the delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

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

**Description:** At the beginning of the school year AIG specialists meet with administrators and staff at their assigned schools to discuss the AIG program plan and traits that should be observed in identifying gifted students.

AIG teachers will inform regular education teachers of AIG identified students and their matching service needs, as well as "watch list" students.

AIG teachers will collaborate with regular education teachers, administrators and support staff to keep them informed about the services of the AIG program along with any regulations related to gifted education.

**Planned Sources of Evidence:** -Haywood County AIG website  
-Agendas from meetings indicating sharing of AIG plan and practices  
-Newsletters  
-Emails  
-Copies of presentation materials  
-Watch List students  
-Sharing of current research articles and resources

**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 Focused Practice for 2013-2016.**

**Rationale:** Communication and collaboration is essential to ensuring that a successful AIG program is in place at each school site. At key transition points, services for AIG students are reviewed to ensure the correct service delivery model is provided for each student. In addition, Differentiated Education Plans (DEPs) are reviewed annually to ensure that services are appropriately delivered to meet students' needs.

**Goals:** Establish consistent communication among AIG Specialists, classroom teachers, school counselors and administrators to ensure effective programming and a continuum of services K-12, especially during transition years.

All teachers of gifted students are aware of the DEPs of gifted students.

**Description:** -AIG specialists will meet with grade level teachers each year to discuss individual student needs.

-AIG specialists, elementary to middle school and middle school to high school, will communicate individual needs of upcoming students at the end of the fifth and eighth grades.

School counselors, AIG specialists, and classroom teachers work collaboratively to ensure that services are provided to students at each grade level. Confidential files are maintained for each student who is screened for AIG services.

**Planned Sources of Evidence:** -Documentation of meetings with notation of discussion.

-agendas from parent meetings, open houses and other informational meetings for students, parents and others who are interested  
-attendance rosters

**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:** Providing differentiated programming and services requires that all educational professionals who work with gifted students understand how to deliver services efficiently and effectively. The plan provides for high levels of collaboration among many different staff members, but ultimately it is dependent upon school culture, AIG Specialist, classroom teachers and administration to facilitate for successful implementation.

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

**Description:** Foster more consistent collaborative relationships among strategic staff in all schools in providing differentiated programming and services.

Specific planning time will be established in the AIG specialist's schedule to allow for collaboration with teachers, parents and school personnel.

AIG Specialists are expected to:

- Collaborate with cluster teachers and interdisciplinary teams to develop and implement Differentiated Education Plans (DEPs).
- Collaborate with and support grade level PLC teachers and middle school interdisciplinary teams on a regular basis to differentiate curriculum and instruction and develop differentiated curriculum, materials and lessons for identified students and others having need of advanced

curriculum in the regular classroom.

- Collaborate with classroom and Exceptional Children teachers, and 504 and CARE team coordinators to develop and implement the IDEP goals of twice-exceptional students.

Classroom Teachers are expected to:

- Collaborate with other members of the teacher's Professional Learning Community (PLC) and the AIG Specialist at frequent and regular times to provide on-going differentiated curriculum and instruction for advanced learners with the support of the AIG Specialist.
- Collaborate with AIG and Exceptional Children teachers, and 504 and CARE Team coordinators to develop and implement the IDEP goals of twice-exceptional students.

**Planned Sources of Evidence:** - AIG specialists' schedules

- DEPs/IDEPs
- Agenda/Minutes from meetings
- Communication to parents, teachers, and administrators
- Survey and Focus Group Data of stakeholders
- School Contact Forms
- AIG website with updated plan
- Schedules of PD in AIG meetings
- Logs of AIG collaboration contacts with colleagues

**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:** When the social and emotional needs of gifted students are addressed, gifted learners feel valued, understand themselves as learners, and are more likely to achieve their potential. Presently, conferencing and collaboration occurs between school personnel, parents/families, and students to address social and emotional needs of AIG students. Academic and behavioral issues are also addressed as needed. The classroom teacher, AIG specialist, and school counselor meet with parents and students to resolve issues. Follow-up sessions are scheduled as necessary to provide support for student success.

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

**Description:** AIG specialists and the classroom teachers play a vital role in coordinating joint efforts of those who support the social and emotional needs of AIG students. The AIG specialists meet with parents to review each student's DEP and to discuss social/emotional needs. Students who need individual attention may be referred to either a school counselor or the school psychologist.

**Planned Sources of Evidence:** -Documentation of conferences

-AIGLC meetings and signatures

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

**Rationale:** Gifted learners have academic needs beyond those of their regular education peers. These gifted learners require modifications from differentiation that, at times, takes the form of acceleration and other placement options. Haywood County has clear procedures in place for early admission to kindergarten. High school students have many options in place for acceleration such as on-line classes, AP courses, dual enrollment and Early College High School. Currently, a middle school gifted student has limited options due to the classes offered and various scheduling at each of the county middle schools.

**Goals:** Haywood County AIG specialists will share ways to provide accelerated instructional opportunities for gifted students in elementary and middle school.

The AIG specialists will make principals, teachers and parents aware of the procedures, requirements and options for students who need an individual differentiated education plan (IDEP).

Middle school administrators and AIG specialists will collaborate to research advanced course options for high achieving students.

**Description:** The school AIGLC will meet to discuss any referred student for Subject or Grade Acceleration.

HCS will use the Iowa Acceleration Scale 3rd Edition for grade acceleration.

The School-Level AIGLC will use all information to determine if a student qualifies for grade acceleration.

Final decision for placement will be at the principal's discretion under NC G.S. 115C-288a.

**Planned Sources of Evidence:** -Iowa Acceleration Scale 3rd Edition  
-District list of all students that received Grade Acceleration  
-Student AIG Folders

- IDEPs
- Grade Acceleration Procedure Documentation form
- ongoing documentation
- student work examples

**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 Focused Practice for 2013-2016.**

**Rationale:** Traditionally underrepresented populations often require programming that is different from their gifted peers. The Haywood County Schools' AIG program will be working to identify appropriate screening and identification tools for this population. The AIG program will also examine if the current program options meet the needs of students in the traditionally underrepresented populations.

**Goals:** The AIG Program will seek ways to identify and implement programming and specific nurturing initiatives to improve the representation, participation, and performance of under-represented populations such as:

- Culturally, linguistically, and ethnically diverse (CLED)
- Second Language Learners
- African American Students
- Latino Students
- Native American Students
- Asian American Students
- High potential gifted students with special needs
- Learning disabilities
- Attention Deficit Hyperactivity Disorder
- Attention Deficit Disorder
- Behavioral/Emotional disabilities
- Autism Spectrum Disorder
- Hearing impairments
- Speech/Language impairments
- Visual impairments
- Other health impairments

**Description:** -Need a way to identify gifted ELL students who are not visual learners. The NNAT and CogAT are good for non-verbal, but difficult for kids who are gifted in literacy not mathematics.

- Explore programs such as Renzulli Learning with a wide range of on-line services for nontraditional learners.
- Explore services and resources to serve language learners & twice exceptional.
- Determine if traditionally under-represented families need personal contact in order to seriously

consider gifted placement.

-Staff development opportunities to assist the AIG staff in understanding the learning differences that influence a gifted child's educational experience will be explored.

-We will work with the exceptional children's teachers to identify potential in learning disabled students who may meet a twice-exceptional identification.

-Staff development opportunities will be explored to educate AIG specialists so that they can assist teachers who have students with Asperger's Syndrome in their classroom.

**Planned Sources of Evidence:** -Annual headcount data.

-Student data and trends - participation and performance of underserved populations in our program.

-Numbers of DEP/IDEPs created for students from underserved populations.

-We will also explore staff development opportunities to assist the AIG staff in understanding the learning differences that influence a gifted child's educational experience.

**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:** AIG students need extensions of the curriculum and events to expand their learning. Extra-curricular programs provide such opportunities that both enhance and further develop the needs and interests of AIG students.

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

**Description:** Extra-curricular programs and events include:

Battle of the Books

UNC-A Super Saturday

NCDOT Model Bridge Contest

Thinking Cap Quiz Bowl

Stock Market Simulation

Envirothon

MathCounts

Odyssey of the Mind

Field trips to Discovery Place, Space Camp, Wonderworks, Titanic Historic Attraction, Sciworks, PARI and Old Salem

Duke TIP

Math League

Governor's School

Haywood Soil and Water competitions

Chess Club

**Planned Sources of Evidence:** -AIG newsletter

-Website

-Newspaper articles

-Contest/competition participation and results

**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:** Haywood County Schools' AIG program partners and communicates with parents/families and the community to ensure that the most appropriate services for academic, intellectual, social and emotional needs of AIG students are provided. This collaboration is done in various ways throughout the school year.

**Goals:** - To increase partnerships and communication of stakeholders throughout the community.  
- More contact with parents/stakeholders throughout the year.

**Description:** AIG specialists work to ensure parents/families understand the definition of giftedness and how students are identified in Haywood County. Throughout the year, specialists meet with parents to discuss DEPs and other issues that are relevant to student needs. Specialists work at their school sites to ensure that all personnel understand what it means to be gifted and how AIG students can be best served. Specialists also serve on many school committees such as the School Improvement Team as representatives of gifted services so that the needs of gifted students are included when schools plan schedules, professional development, etc. AIG surveys are used to communicate with stakeholders and responses from these surveys help guide services. Each school has an AIGLC (AIG Leadership Committee) to facilitate the identification of students and to keep members of the school communities informed of proper procedures in meeting the needs of our gifted and high ability population.

**Planned Sources of Evidence:** AIG website

Newsletters

Survey data

Advisory Board minutes

AIG Parent Handbook - available in hardcopy and on the web

**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 Focused Practice for 2013-2016.**

**Rationale:** The needs of the advanced learner are best met when parents/families and the community partner to ensure appropriate services for the academic, intellectual, social and emotional needs of the AIG students. Increasing communication regarding the local AIG program, plan, and policies encourages active participation of stakeholders.

**Goals:** An AIG website has been developed and is regularly maintained. We will add our new AIG plan once approved by the state, any program information and other policies related to gifted education on the county's AIG website. We will be intentional in publishing, via the web, a quarterly newsletter and will make available to others who express interest without internet access a hardcopy of the newsletter.

**Description:** Once our local plan has been approved, it will be published on the county's AIG website along with other relevant information regarding the Haywood County Schools AIG programs and policies. Haywood County Schools AIG will seek to improve the level of communication with stakeholders. This will be accomplished through various forms of media. AIG Specialists will use local media outlets to share information regarding the program and special events.

**Planned Sources of Evidence:** -AIG website

-AIG program newsletters

-Emails

-Other media outlets as appropriate such as the local newspaper, area ABC television network and radio

**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:** An Advisory Committee involving stakeholders from all aspects of AIG programming meet to discuss, review, and refine the local AIG program and plan. Members of the committee share the common goal of advocating for the needs of gifted students from all populations at all grade levels.

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

**Description:** The duties and responsibilities of the AIG Advisory Committee include, but are not limited to, the following:

- review annually the local plan for the education of gifted students, including revisions.
- determine the extent to which the local plan for the previous year was implemented.
- represent the diversity of the community.
- encourage a collaborative relationship between school personnel, Central Office personnel, and the community.

- become knowledgeable about current programs, research, and best practices in gifted education and its relationship with general education.
- focus attention on issues relative to improving the educational services for gifted students.

**Planned Sources of Evidence:** Roster of membership  
Invitation for AIG Advisory Committee meetings  
Meeting agendas and minutes

**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 Focused Practice for 2013-2016.**

**Rationale:** Ongoing information regarding opportunities for AIG students and their families is available on the AIG website, newsletters, and communication disseminated by specialists. The AIG department recognizes the need to share information in other languages with our diverse population and has partnered with the ESL Department in posting information in Spanish and other languages as needed.

**Goals:** The AIG Department has established a working partnership with the ESL Department with the goal of providing better communication to families in their native language.

**Description:** Spanish is the leading second language for the Haywood County School System. The ESL Director and members of the ESL Department will be working with the AIG Department to provide translation of newsletters, forms and available opportunities for AIG students into Spanish.

**Planned Sources of Evidence:** -AIG website  
-AIG program newsletters, Articles  
-Parent Handbook  
-Translated documents

**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:** The AIG Department recognizes the importance of a strong partnership between parents,families, community members, and AIG specialists to support gifted education programming.

Collaboration to share and promote a positive vision of the AIG program, purpose and goals continues to be a district-wide commitment.

**Goals:** Academically or Intellectually Gifted Leadership Committees (AIGLC) will be initiated at each of the middle and elementary schools in the Haywood County School System to serve as a site based advisory group. The AIGLC will provide valuable direction in setting goals, monitoring school programming, initiating activities to involve gifted learners and their families, and acting as a liaison between the school and the AIG Coordinator.

**Description:** A line item through the Haywood County Schools Foundation to provide a means for individuals to donate money to the AIG program has been established. We currently have one benefactor who supports our gifted program by:

- paying for four specialists to attend the state AIG conference
- paying the tuition for four students to attend NC Governor's School
- provides financial support (upon request) for AIG specialists to attend staff development that the AIG Coordinator deems important for the promotion and enhancement of our AIG program

Establish an annual parent night to inform parents/families about opportunities and resources available to gifted students.

AIG Showcase in the spring

The AIG Leadership Committee (AIGLC) at each school will be comprised of, but not limited to, the AIG Specialist and a minimum of three regular education teachers representing differing grade levels, special teachers (where appropriate), and other stakeholders where appropriate. The AIG Leadership Committee should meet twice yearly on specific areas of the program.

The purpose of the AIG Leadership Committee is to:

- Review gifted services offered at the school site.
- Make recommendations to school leadership concerning plans for gifted services as outlined in the local AIG Plan and the AIG Proposed Service Delivery Options for the school.
- Assist in implementing initiatives to intentionally involve parents and the community in meaningful ways to support gifted education.
- Assist with parent/guardian/community information sessions.
- Provide ongoing feedback on the LEA's Academically or Intellectually Gifted Plan and to review implementation and progress of the plan.
- Assist AIG Coordinator with review of the LEA's AIG Plan every three years.
- Serve as a liaison between the school and the AIG Coordinator.
- Form partnerships with community stakeholders to enhance and gain support for the AIG program and services.

Minutes from each meeting should be filed in the school's AIG documentation notebook and copies submitted to the AIG Coordinator.

**Planned Sources of Evidence:** Survey results

Budget line item in Haywood County Schools Foundation budget

Evidence of participation of AIG programming or professional development by institutions of higher

8/8/2013

education, business, and industries (mentorships, guest speakers, meetings, workshop agendas, AIG student involvement)

- Parent night agendas, handouts
- Family involvement activities
- Photos, brochures, newsletters, articles
- Minutes and attendance sheets from AIG Leadership Committee meetings
- Other evidence of initiatives to involve parents and community members

**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:** Haywood County School system currently has a written plan describing the local AIG program, in accordance with state legislation and policy, which has been approved by the school board and sent to SBE/DPI for review and comment. Haywood County Schools has had a board-approved AIG plan since the late 1990's.

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

**Description:** The needs of the advanced learner are best served when the written AIG plan is aligned with the NC AIG standards. A carefully constructed program for the AIG plan for HCS is essential to ensuring that gifted students in Haywood County receive appropriate levels of support and challenge.

**Planned Sources of Evidence:** Written and approved plans by the Haywood County Board of Education.

### **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:** In order to ensure the most effective implementation of Haywood County School's AIG plan, monitoring of all schools and specialists will be necessary. Haywood County Schools district leadership will monitor the implementation of the AIG program to ensure compliance with the current legislation and state policies. Earlier feedback collected from parent/teacher surveys and focus groups revealed the perception that AIG services were not uniform across the county. We have established minimal face-to-face time requirements between specialist and identified students at each grade level and we will continue to monitor actual implementation and instructional times as established.

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

**Description:** Parents, teachers, and students will be surveyed annually. Audits of student AIG folders will be conducted to ensure DEP meetings are held annually in a reasonable time frame. Same procedures for identification will be monitored by the AIG Coordinator.

AIG specialists ensure the fidelity of the program through monthly staff meetings with the AIG coordinator.

**Planned Sources of Evidence:** Parent/Teacher/Student surveys.  
Record of audits.  
Monthly meeting agendas.

**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:** Haywood County Schools receives state funds to specifically support the AIG program. These AIG funds are used for continued programming and are monitored closely to ensure program success. We currently employ five full time specialist and two part-time specialist. 30% of the AIG Coordinator's salary is paid out of state AIG money with the remaining salary package provided through other sources. This allows for more funding to be used to place specialist in schools.

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

**Description:** The AIG coordinator uses state AIG funds according to state policy. The coordinator meets often with the Haywood County Schools Finance Officer to monitor disbursement of funds.

**Planned Sources of Evidence:** Annual budget statement  
Teacher licensure and PRC 034 funds  
Receipts for materials and curriculum products purchased to enhance our AIG program.

**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:** Monitoring all students' performance growth is essential in developing the next steps to

take to ensure all students are performing at and above their predicted growth; however, it is imperative that all stakeholders monitor and assess AIG students growth through formative, benchmark and summative assessments. AIG students need to be closely monitored each year to ensure they are performing adequately and that students who experience failure are receiving proper counseling and support.

**Goals:** 1. Every identified AIG student will be progress monitored in their area of identification. Test results will be disaggregated individually, by grade and by teacher.  
2. The AIG Coordinator will work with each high school to monitor progress for every AIG student each six weeks.  
3. AIG Specialist will examine EVAAS Data for AIG identified students to calculate individual student growth.

**Description:** AIG specialists and the AIG Coordinator will annually analyze student performance growth for all identified AIG students in their identified area of giftedness. To ensure success for gifted students, grades and test results will be evaluated and if necessary, interventions for success will be constructed.

**Planned Sources of Evidence:** Yearly performance reviews  
Drop-out data of AIG students available.  
Record of high school review meetings documented.

**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 Focused Practice for 2013-2016.**

**Rationale:** The Haywood County AIG Program believes that gifted behaviors can be nurtured and that we can increase the number of students from under-represented populations as gifted. We will collaborate with other key personnel to monitor the representation and retention of underserved students. Greater emphasis will be placed on retaining these students and providing them with appropriate services and social-emotional support.

**Goals:** 1. Develop annual data reports that would show diverse populations, identification numbers, growth numbers, and services.

**Description:** The AIG Program collects and reviews data on the number of students from under-represented populations that are identified as Academically Intellectually Gifted. Long term data reports will be designed for the underserved populations and shared with our AIG Advisory

Committee. We will work with our ESL specialist, psychologist and EC instructors to identify these students who could benefit from services provided.

**Planned Sources of Evidence:** Data history over time.  
Headcount of AIG identified students in all subgroups.

**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:** AIG Specialists are required to hold full licensure in Academically Intellectually Gifted Education in order to be hired with AIG funds.

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

**Description:** The Human Resources Department maintains and provides updated licensure records for AIG Certified specialist to assist with identification and recruitment of AIG specialist for the upcoming school year.

**Planned Sources of Evidence:** Certification records of personnel housed in the HR Department.

**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 AIG Advisory Committee comprised of various school and community stakeholders is an excellent way to promote the needs of gifted students and strengthen the AIG program and accountability. This group of stakeholders will advise the program and advocate for gifted students in Haywood County Schools.

**Goals:** The advisory group will assist in monitoring the AIG Plan and assist in strengthening gifted services.

**Description:** Continue with our established Haywood County Schools AIG Advisory Board consisting of the AIG coordinator, AIG specialists, teachers, parents of gifted students, principals and other administrators, a student from each high school, and at least two individuals from the community at

large. This committee will meet regularly throughout the plan cycle to review the plan and how it is being implemented, review survey responses and discuss various AIG topics that members feel are important.

**Planned Sources of Evidence:** Roster of membership  
Meeting agendas and minutes  
Teacher/Parent/Student survey  
Invitations to serve on AIG Advisory Committee

**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:** Stakeholder perception and feedback is essential to maintain an effective gifted program and in establishing a means for continuous improvement of our AIG program for all identified students. Soliciting regular input from stakeholders allows the AIG plan and program to reflect the needs of AIG students.

**Goals:** Develop a program that is responsive to the needs of students.  
Develop surveys for the following target groups: parents/families, students, school personnel.  
Analyze survey data and share with stakeholders.

**Description:** In an effort to improve the overall quality and effectiveness of the AIG program, annual surveys of stakeholders will be conducted. Surveys will be made available via the Internet and in paper-pencil format to ensure that all stakeholders have the opportunity to share.

**Planned Sources of Evidence:** Copies of surveys  
Results of surveys

**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:** In order to ensure that the AIG program improves continuously, the local plan needs to be

reviewed and revised on a regular basis. Data must be gathered from all stakeholders and sources in order to accurately guide the AIG program. Processes are in place for conducting annual surveys of parents, classroom teachers, AIG specialists, and students.

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

**Description:** The following sources of data will be used in the review and revision process for the Haywood County Schools AIG program and plan: survey results, advisory board input, student performance growth and annual drop-out data.

**Planned Sources of Evidence:** Survey data results  
EVAAS data for individual students  
Adjustments to the AIG plan

**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 data gathered from stakeholder surveys has not always been provided to the AIG Advisory Committee or other stakeholders; however, the committee recognizes that for effective programming to be implemented and maintained this data needs to be disseminated to all stakeholders of the gifted program. Providing a transparent program that offers effective communication will inevitably assist in the reviews and revisions of the AIG plan resulting in a stronger AIG program.

**Goals:** The AIG Department will provide program evaluation data to all stakeholders.

**Description:** AIG Coordinator will bi-annually review all aspects of the AIG program with AIG Specialist, Advisory Board and interested stakeholders.

**Planned Sources of Evidence:** •Annual Report of the Academically or Intellectually Gifted Program  
•District website with link to Annual Report of the Academically or Intellectually Gifted Program

**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:** In accordance with state law, the Haywood County School System employs policies,

procedures, and practices that safeguard the rights of AIG students. Written policies guide all aspects of the process for identification, referral, placement, and service options. Clear procedures are outlined to protect the rights of AIG students who transfer into the system.

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

**Description:** The due process procedure is outlined in the parent handbook, and will be accessible from the Haywood County Schools AIG website. If a student indicates the need for reassessment based on additional strengths, the procedures for evaluation and nomination will be followed to allow for placement in identified areas.

Differentiated Education Plan (DEP)/Individual Differentiated Education Plan (IDEP)  
The classroom teacher(s), parents/guardians, AIG Facilitator, and other personnel when required collaborate to ensure that the AIG identified student's DEP or IDEP is developed on his/her areas of strength and available services are matched to needs.

#### Reevaluation Process

If concerns about an identified student's performance and placement arise, the AIG Specialist, student's classroom teacher, parent/guardian, and the AIGLC will convene to discuss establishing an Intervention Plan and/or modifications in the student's Differentiated Education Plan (DEP). After a minimum of one grading period, the AIG Specialist, student's classroom teacher, parent/guardian, and a member of the AIGLC should reconvene to review the student's progress and current eligibility status. If improvement has not been made, then an Individual Differentiated Education Plan should be developed and support is provided to the student in order to reenter the gifted service option(s) at a later date, if and when appropriate. The student's formal identification is not removed from the local and state headcount.

**Planned Sources of Evidence:** •Appeals and Due Process Procedures

- Written Policy on Transfer Students
- Documentation of complaints and subsequent LEA responses and changes
- Interviews with parents/guardians and school personnel where disagreements have occurred
- Individual Student DEP's and/or IDEP's

**Other Comments:**

**Glossary (optional):**

**Appendix (optional):**

AIG Eligibility Report for Fill in.docm (*Appendix - Standard 2*)

Appendix B - AIG Forms (2).doc (*Appendix - Standard 2*)

Appendix C - Program Services.doc (*Appendix - Standard 2*)

Appendix D - Goals.doc (*Appendix - Standard 2*)

Appendix A - Parent Handbook.doc (*Appendix - Standard 6*)