

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

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

McDowell County Schools Vision for local AIG program: The vision of the McDowell County Schools' Gifted Education Program is to provide a challenging and positive learning environment where all students have the opportunity to reach their highest academic and intellectual potential. We want our students capable of meeting the changing needs of society in the 21st Century and to be equipped with the skills needed to be successful in a globally competitive world.

Academically or Intellectually Gifted students learn more rapidly and have the ability to think with more complexity and abstraction than their peers. Services for Academically/Intellectually Gifted students must be part of an overall educational program which supports excellence for all students. We believe in providing a continuum of services in grades kindergarten through twelve which includes a rigorous, relevant and differentiated curriculum designed to meet individual academic, social and emotional needs of students that cross all cultural and economic strata.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$318051.00	\$0.00	\$0.00	\$2000.00

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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: The McDowell County Schools AIG Program surveys given in spring of 2012 to K-12 teachers, parents of AIG students, and AIG students reflected that the majority of the stakeholders understood screening, referral, and identification for all grade levels. However, the AIG Advisory Committee recognizes additional work needs to be done to complete the translation of paperwork into Spanish. Having completed the elementary brochure, there is still a need to develop a middle school and high school brochure to provide information about the AIG Program during the transitional periods. Due to annual faculty changes and in order to maintain a level of awareness about the AIG identification process, a presentation will be created and shared annually with each school.

Goals:

1. Continue to translate AIG paperwork into Spanish and other languages as needed.
2. A parent brochure for middle school and high school will be created and disseminated at transitions.
3. Create a presentation to share annually with school personnel at each school in order to disseminate the procedures for AIG student identification.

Description: The AIG Coordinator will collaborate with the ELL department to continue translating the AIG paperwork into Spanish and other languages as needed. Translators will be provided, as needed, to help facilitate AIG meetings. During initial placement, parent conferences are held to inform parents of screening process, data collected, and criteria for student placement for services. Brochures will be created and placed at every school to inform all stakeholders of McDowell County Schools AIG Program. Advice from our local PAGE will be utilized in the development of the brochures. At the beginning of the school year, the AIG Coordinator and AIG specialists present a presentation on the screening, referral and identification process. The AIG Coordinator will meet at least once in each revision cycle with the local school board to inform the community-at-large about changes in the student identification procedures and appropriate educational services of the AIG Program. The AIG Coordinator will also inform faculty and staff of any changes regarding the AIG Program through school faculty meetings. Screening and placement information is available on the AIG link located on the McDowell County Schools' website.

Planned Sources of Evidence:

- > AIG paperwork translated into other languages.

- > Middle school and high school parent brochures.
- > McDowell County Schools' AIG website.
- > Agenda and presentations at parent meetings, faculty meetings, school board meetings, etc.

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: McDowell County Schools AIG Program continues to use multiple criteria for identification of eligibility for the gifted program in order to be in compliance with Article 9B. However, discussions from the AIG Advisory Committee have indicated a need to continue focusing on improving procedures that would consider additional criteria/pathways for placement. Information may indicate the need for gifted services, such as a composite aptitude score in the superior range (97%+). This should be considered even in the absence of other eligible criteria.

Goals:

1. Investigate and develop criteria/pathway for the identification of IG (Intellectually Gifted) students.
2. Investigate converting from our current gifted behavior scale, which provides teacher evaluation only, to the use of SIGS (Scales for Identifying Gifted Students), an instrument based on extensive statistical research. SIGS provides standardized ratings for both parent and teacher evaluations.
3. Investigate non-traditional measures for student identification.
4. Revise the eligibility criteria for K-2 identification.

Description: The AIG identification procedures for McDowell County Schools utilize a comprehensive approach using multiple criteria and that are effective at all grade levels. We strive to identify students across all ethnic, cultural, and economic strata whose talents and abilities necessitate the need for AIG program services. Our identification procedures include both objective and subjective measures that are both reliable and research-based. Formal identification for McDowell County Schools AIG Program begins in grade 3. Students in grade K-2 who indicate highly gifted potential may need to have a formal identification made before grade 3. These students should be referred for consideration on an individual basis to the school AIG Review Team. McDowell County Schools AIG Program will be working to improve the guidelines for AIG identification for K-2 students in the 2013-2016 plan cycle. Student screening at secondary level is conducted by the school AIG Review Team and referrals can be made by the teacher, parent and student. All students

whether identified as AIG or not may enroll in Honors and AP classes as long as the prerequisites are met for selected class(es).

Pathways for Placement:

Pathway 1

Student identification in the AIG Program in this pathway will address the Intellectually Gifted Learner based solely on their aptitude (IQ). The criterion for identification requires a verbal and/or non-verbal score of 95% or above on a nationally-normed aptitude test.

Pathway 2

Student identification in the AIG program in this pathway uses multiple criteria. Students must meet three out of the four criteria. The criteria for identification include:

- > Standardized achievement tests 92% and above (EOG/EOC test scores may be used).
- > Nationally-normed aptitude tests 92% and above
- > Gifted behavior scale (teacher observation/recommendation)
- > Class performance 93% and above

Service Options Match:

As the matching process is implemented, the AIG Review Team will adhere to the following guidelines:

- > Within any indicator, a single criterion may reveal a need for services. However, no single criterion can eliminate a student from consideration.
- > Information from any and all indicators may be used in matching students with appropriate service options.
- > Information used from each indicator should be directly related to the service option considered.
- > Information from specific indicators may be given priority for specific service options (e.g., math achievement/performance, advanced math class).

Matching will be based on criteria for placement specified for each option and the pertinent information collected during the search and nomination process. Consultation with other staff members, parents, and additional resource persons and completion of reports or assessments will be finalized as newly nominated students are matched to appropriate service options. A Differentiated Education Plan (DEP) or Individualized Differentiation Education Plan (IDEP) will be completed annually for each identified student. If a student needs differentiation but no appropriate service options exist, an individualized plan (IDEP) will be developed. Students who might need additional consideration include students who exhibit gifted characteristics, but are also disabled, limited in English proficiency, or economically disadvantaged.

Planned Sources of Evidence:

- > School Record on Decision-Making for Student Search and Nomination
- > Student AIG Folder (Student Eligibility Form)
- > Examples of parent/teacher referrals

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 Focused Practice for 2013-2016.

Rationale: McDowell County is a small rural community in Western North Carolina. There is limited cultural diversity as 80.8% of students are Caucasian. Other demographics of the district student enrollment includes 2.8% African American, 0.4% Native American, 0.9% Asian, 10.9% Hispanic, and 3.8% Multiracial. The district free and reduced lunch rate is 65.57%. The percentage of citizens of our county living below the poverty level is 18.5%, which is above the state average. This data indicates a need for a focus on the culturally diverse and low socio-economic populations to ensure identification procedures are fair and equitable.

Goals:

1. Explore additional measures to assist identification of highly gifted students in grades K-2 whose giftedness is masked by poverty and/or language barriers.
2. Continue to establish partnerships with EC, ELL, Title I, and other programs in order to identify potential giftedness in underrepresented students. AIG specialists and AIG teachers will meet annually with the EC, ELL, and Title I personnel to share and to review the students in the screening pool who might be identified as EC, ELL, Title I.
3. Begin to implement the U-Stars Plus Program in our K-3 classrooms.

Description: In the fall of 2013, McDowell County Schools AIG Program will administer the CogAT, a nationally-normed, culturally unbiased aptitude test, to all third graders. The CogAT will assess verbal and nonverbal skills and provide a comprehensive profile of individual intellectual ability. The data is collected and a screening pool is established. Annually, students are administered the End-of-Grade tests in Math and Reading and students who score at the 87thile and above are also added to the screening pool. If further evidence is needed to determine services, other assessment instruments are administered such as the WIATIII, K-BIT 2 and the NNAT2.

Alternative assessments, such as the Naglieri 2 - an aptitude test, have been selected as an option to use with our diverse populations if needed. The NNAT2 is particularly appropriate for students from diverse cultural and linguistic backgrounds, including gifted students who have limited English proficiency. The NNAT2 can also be used for a fair assessment of socially or economically disadvantaged students and students who may have disabilities that could interfere with accurate measurement of ability.

Information regarding our gifted students or potentially gifted students is shared with the Exceptional Children's Department to ensure that EC teachers are including AIG teachers in IEP meetings for those students who are identified as twice exceptional. Regular education teachers are provided a list of students who are AIG and twice-exceptional.

The AIG specialists/teachers during the local AIG plan cycle of 2013-2016 plan to implement an annual meeting with EC, ELL, and Title I personnel to not only share screening information for AIG placement but also to provide an opportunity to discuss gifted potential among students in underrepresented populations.

The AIG program will begin to help K-3 classrooms implement the U-Stars (Using Science Talents, and Abilities to Recognize Students) Program. This program supports teachers in the early recognition of nurturing of potential in children from economically disadvantaged and/or culturally/linguistically diverse families and children with disabilities in order to improve achievement and provide access to the advanced educational opportunities. This program can also be beneficial in identifying highly gifted students from any demographic population.

Planned Sources of Evidence:

- > AIG child count data that includes analysis of the district's demographics.
- > Testing calendars and administered list.
- > Agenda/attendance sheet for EC, ELL, and Title I personnel.
- > U-Stars professional development roster.
- > School Record on Decision-Making for Student Search and Nomination.

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: Procedures for screening, referral, and identification are outlined with set criteria in the local AIG plan which is approved by the local Board of Education. Students are formally identified for gifted services by a site-based placement team (AIG Review Team). Members of this team are trained by the AIG specialist and/or AIG chairperson and are in turn trained by the AIG coordinator. The AIG coordinator works closely with the chairperson of the site-based AIG Review Teams, providing training and monitoring of the procedures to ensure district consistency. Therefore, this practiced is maintained.

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

Description: Each school has an AIG Review Team that is comprised of an AIG specialist/teacher,

classroom teacher, guidance counselor, and LEA representative. The AIG Coordinator trains any new AIG specialist or AIG chairperson to ensure district consistency. The decisions made by the team require the signature of the AIG Coordinator allowing for monitoring the uniformity of the identification procedures. The AIG Coordinator will assist the AIG specialist and/or AIG chairman of the review team in collecting student information, planning an agenda for the first placement meeting, modeling correct student placement procedures, and completing any follow-up paperwork for this meeting.

Service Options Match Process

The three-stage process of matching the student's demonstrated need with an appropriate service option will include:

- 1) Student Search and Nomination
- 2) AIG Review Team Recommendations for Nomination
- 3) Service Options Match

Our screening, referral, and identification procedures include:

Each site-based AIG specialist and/or AIG Review Team Chairperson compiles a list of students referred for gifted services annually. This referral list can be added to at any time during the school year. Mass screening of students grade 3-8 occurs annually and is based on aptitude and achievement tests, on-going teacher recommendation, and parent nomination to the school AIG Review Team. Third grade students will be screened using CogAT (Cognitive Abilities Test), a nationally-normed standardized aptitude test. The CogAT is being utilized to compile a more comprehensive profile for each student. Students scoring at or above the 87% percentile on the aptitude or achievement test will be reviewed for placement. A screening pool of non-placed students is kept for reference and annual review. (See Appendix pg. 3 for Student Search and Nomination Chart)

Information collected at each stage will guide decision-making to prioritize student needs (see appendix). Figure 1 shows the progression of decision-making steps.

The AIG specialists/chairperson present individual students and collected information for consideration for gifted services. The school AIG Review Team consists of the school's AIG teacher, regular education teacher representative, guidance counselor, and principal/LEA representative. The child's teachers, parents, ESL teacher and/or resource teacher should be present at the placement meeting, if applicable; in order to provide additional insights into the student's need for gifted placement.

Each AIG Review Team will work with classroom teachers to determine which students from the pool should be nominated for differentiated services. In addition, the AIG specialist will request a list of names of any students whose names are not on the list, but whose teachers or parent(s)/guardian(s) wish to nominate them. Supporting documentation required for the service options match will be requested with these nominations. Nomination data collected from teachers, parents, evaluators, and the AIG specialist will include such indicators as standardized achievement test scores, group and individual aptitude scores, grade averages, work samples, and gifted behavior scale. Data will be recorded on the Summary of Student Eligibility and Options Record.

The most recent achievement (within a year) and aptitude scores will be used to determine eligibility.

1. Achievement measures - an indicator of a student's knowledge – NC End of Grade (EOG/EOC). If

EOG/EOC scores are not available, then other standardized achievement scores may be used (see appendix).

2. Aptitude measures – an indicator of a student's potential for learning – All third grade students will be given a standardized aptitude test.

If further assessment is recommended, a referral will be made to the AIG specialist and the parents will be notified by the Permission to Test for

Planned Sources of Evidence:

- > AIG child count.
- > Student AIG folders containing screening, referral, and identification and placement documents.
- > Meeting agendas to review AIG paperwork.
- > School Record on Decision-Making for Student Search and Nomination.

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The McDowell County Schools AIG Program has written polices in place to safeguard the rights of AIG students and their parents/guardians, such as our screening, referral, and identification process, reassessment, transfers, exits, and Due Process procedures. These procedures have shown to be effective; therefore, this is a maintained practice.

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

Description: The McDowell County Schools AIG Program has written policies in place to protect the rights of AIG students and their families. These policies also provide accountability to the McDowell County Schools AIG Program. These policies are made available to the public within the local AIG plan, which is posted on the McDowell County Schools website. Brochures are made available at the schools and at the central office. Parents/guardians of students who are initially placed into the AIG Program at the elementary schools receive a brochure. We are currently working on a brochure for AIG students in the middle and high school which will be disseminated at initial placements and transitions.

Placement:

Parents of the student placed for AIG services by the school AIG Review Team are invited to attend a conference with the AIG specialist through the "Invitation to Conference" letter. The parents and classroom teacher(s) are invited to participate in the completion of the student's Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP). The DEP or IDEP

documents the service option(s) which meet the need of the AIG student. The purpose of this meeting is to explain the goals and objectives of the service option(s) and the manner in which they will be carried out. The AIG coordinator will attend any meeting for a placement decision requiring drastic differentiation.

Additional Assessment:

If the AIG Review Team feels there is enough evidence to warrant the need for additional assessment they will document this decision on the "School Site Decision" form and a "Consent for Evaluation" form will be sent home to the parents for permission to test. The student will only undergo additional testing after the parents/guardian agrees by signing the "Consent for Evaluation" form. After the test results are obtained, the results and the AIG Review Team's decision will be shared with the parent/guardian. A copy of the test results will be provided to the parents.

Parent Exit Request:

A parent can request to exit their child from the AIG Program by filling out an Exit Request Form. This can be obtained from the AIG specialist or the AIG Chairman of the Review Team. The AIG Review Team will meet to review parent's request for exiting. The AIG Review Team may request a parent conference at this time to discuss the request for exit. When the review team grants an exit a "Notice of Exit" form will be placed in the folder and the parent will be provided with a copy. The parent will also sign the "School Site Decision" form requesting their child be exited from the AIG Program. This notifies the parents that in order for their child to be placed back in the AIG program in the future, the student will have to meet the McDowell County Schools criteria for placement at the student's current grade level. Once the student has exited the program the student's AIG folder will then be sent to the AIG coordinator at the Central Office and kept on file as inactive.

Transfer Student:

Any student who transfers in with documented evidence of identification from another school district and was provided gifted services will be placed into the McDowell County Schools AIG Program. However, students that transferred in without documentation of gifted services must meet the criteria as presented in the McDowell County Schools local AIG Plan for initial placement. A decision about the initial placement will occur when all required documentation has been received and reviewed by the school AIG Review Team. Parent/Guardian consent will be obtained and the student's service level will be aligned with the differentiated service options at the school.

PROCEDURES TO RESOLVE DISAGREEMENTS

If the parent(s)/guardian(s) do not agree with McDowell County Schools' decision that their child is not identified as AIG (academically or intellectually gifted) or if the AIG service(s) offered are not considered by the parent(s)/guardian(s) to be appropriate, the following procedures will be utilized to resolve disagreements:

1. School Level

A. AIG Review Team Conference

The parent(s)/guardian(s) may request a conference with the AIG Review Team to discuss concerns. The AIG Review Team will review records and gather any additional information as needed. A conference will be granted within ten (10) school days of the request. The team will respond to the request in writing within ten (10) school days following the conference.

2. Central Office Level

A. AIG Coordinator

The parent(s)/guardian(s) may appeal the AIG Review Team's decision in writing to the AIG Coordinator within five (5) school days of receiving the written response. The AIG Coordinator will review the decision and respond in writing within ten (10) school days of receiving the appeal.

B. Superintendent/Associate Superintendent

The parent(s)/guardian(s) may appeal the AIG Coordinator's decision in writing to the Superintendent/Associate Superintendent within five (5) school days of receiving the written response. The Superintendent/Associate Superintendent will review the decision and respond within ten (10) school days of receiving the appeal.

3. Board of Education Level

If the disagreement is not resolved after appeals at both levels, the parent(s)/guardian(s) may appeal in writing to the McDowell County Schools Board of Education within ten (10) school days of receiving the Superintendent/Associate Superintendent's written response. The Board of Education will offer a final written decision within thirty (30) days of hearing the appeal.

Planned Sources of Evidence:

- >Student AIG folders containing written consent for identification and services.
- >Student AIG folder containing written consent for evaluation, transfer placements or changes in services.
- >Parent brochures.
- >County AIG website with all written policies accessible.

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 Differentiated Education Plan or Individual Differentiated Education Plan is created for each student identified in the AIG program based on student need and array of services available. A parent conference is held annually to complete the student's DEP/IDEP and all documentation is filed in the student's AIG folder and maintained by the site-based AIG specialist or teacher. This is a maintained practice because the AIG Program has established this as an annual procedure.

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

Description:

For each student referred and nominated to be reviewed by the school AIG Review Team, an AIG student folder is created and maintained. This folder contains all the documented evidence to support

a student's placement or no placement decision made by the AIG Review Team. The AIG files for those students who are identified are kept in an AIG confidential file cabinet at each school. Students who are referred and nominated, but not identified, their folders are kept in the screening pool section of the file cabinet. The information collected for these folders are shared with parents during the identification process. The AIG folders and the screening pool folders travel with the student between schools in the LEA.

Elementary & Junior High DEPs:

Annual DEP/IDEP meetings are held at each elementary and junior high school explaining the service options available at the school for AIG students. The AIG specialist/teacher, classroom teacher and parent take part in this meeting and sign the DEP which is placed in the student's AIG folder. The AIG specialist/teacher is responsible for maintaining all student records in a secure site and updating the records as needed.

High School DEPs:

High school service plans are discussed with students during registration with the counselor, AIG teacher, AIG Coordinator or principal. A copy of their DEP/registration is placed in the AIG student folder.

Planned Sources of Evidence:

- >Student AIG folder containing DEPs/IDEPs.
- >Annual parent meeting agendas.
- >Parent and student surveys.
- >Documentation of AIG program involvement in high school registration.

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: The McDowell County Schools AIG Program understands that while some teachers use strategies that address abilities, readiness, interest and learning profiles, there are still inconsistencies across the district regarding implementation of researched-based differentiation strategies for gifted learners. Survey results during 2012-2013 and conversations with parents at monthly PAGE meetings indicate that we must have a more deliberate focus on differentiated curriculum and instruction for our gifted learners at all levels.

Goals:

- 1-Develop consistency within the district regarding service delivery and grouping methods.
- 2-Utilize the AIG-IRP (Instructional Resources Project) provided through NCDPI to guide and support teachers working with gifted students.
- 3-Provide professional development in differentiation strategies to support classroom teachers K-12 who are teaching gifted students.
- 4-Provide professional development for high school teachers teaching honors level courses following the Honors Level Course Rubric and Advanced Placement (AP) teachers following the College Board guidelines.

Description: The NC Standard Course of Study (Common Core and Essential Standards) should be used as an entry point for differentiation; however, for gifted students, high student achievement is more likely to take place among a high-quality curriculum that contains ever-increasing levels of challenge. The AIG Program recognizes that differentiation of standard curriculum for gifted students should occur at all grade levels and all subject areas.

Elementary Level:

AIG specialists provide curriculum delivery that enriches, extends, and accelerates the NC Standard Course of Study (Common Core and Essential Standards) for the AIG during the scheduled pull-out time at each school. Classroom teachers collaborate with the AIG specialists to provide students with differentiated, extensions and acceleration for the gifted students in the regular classroom. Jacob's Ladder Reading Comprehension Program is a supplementary resource for classroom teachers

grades 3-9. During the plan cycle 2013-2016, Jacob's Ladder professional development and materials will be provided for K-2 teachers. Although there are still inconsistencies with our classroom teachers regarding differentiation they are making gains. They are using flexible groups utilizing data from informal and formal means of formative assessments. Supplementary resources are available through the AIG lending library for classroom teachers to check out from the AIG Coordinator. Paideia is used in the elementary schools, but not consistently throughout the district.

Junior High:

All classroom teachers who teach AIG students are expected to provide curriculum delivery which enriches, extends, and accelerates the North Carolina Course of Study (Common Core and Essential Standards) for the gifted students within their classrooms. Advanced classes are offered for students grades 7-8 for Language Arts and Math. Students who show evidence (See Appendix) for the need to accelerate will be considered. The seventh and eighth grade language arts teachers are currently using the word study curriculum for the advanced learners. Seventh grade uses Word Cell and eighth grade uses Word Within The Word for their advanced learners. Jacob's Ladder will be implemented grades 7-9 at the start of the 2013-2014 school year. Paideia training obtained through a grant will be offered during the 2013-2014 school year. The junior high teachers selected to be part of this grant will be supported by the instructional coaches and the National Paideia Center.

High School:

All classroom teachers who teach AIG students are expected to provide curriculum delivery which enriches, extends, and accelerates the North Carolina Course of Study (Common Core and Essential Standards) for the gifted students within their classrooms.

The State Board of Education approved the new Honors Level Course Rubric in June 2012. This rubric will be the foundation for courses developed at the honors level and will ensure fidelity across the state. The new Honors Level Course Rubric (2012) will be used in the development process of honors courses at the LEA level, as well as guide the state level Honors Level Course Portfolio Review Process. The high school teachers will be made aware of the guidelines to ensure that all courses that carry the "Honors" classification are:

- 1-More challenging than standard level courses in order to foster growth for advanced learners.
- 2- Distinguished by a difference in the depth and scope of work required.

Many Honors level and Advanced Placement (AP) courses are made available for student selection. It is expected and imperative that both Honors and AP courses are not in themselves differentiation for gifted students, and some gifted students' unique needs will dictate differentiation within the Honors or AP course.

Planned Sources of Evidence:

- >Student DEP/IDEP.
- >Student/Parent/Teacher survey results.
- >Sample artifacts from teacher units and plans that have used the AIG-IRP.

- >Professional development agendas, attendance rosters.
- >Honors teachers' course framework portfolio.
- >Advanced Placement teachers' syllabi.

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: In the past, teachers in McDowell County Schools have been offered training in differentiation; however, this was not seen as a district-wide program and little support was given for classroom implementation. Since very few of our classroom teachers have AIG licensure or gifted training, our program must rely on local professional development. Currently, we have teachers using a wide variety of methods to differentiate instruction, but the services are not consistent across the district. The 2012-2013 teacher survey results indicated the need for professional development addressing differentiation; therefore, this is a focused practice.

Goals:

- 1-Provide targeted professional development for teachers of advanced learners on how to differentiate instruction.
- 2-Provide teachers with resources to use during planning and instruction.
- 3-Establish district-wide policy and procedures on acceleration (whole grade and subject).
- 4-Integrate the State Board of Education's "Credit by Demonstrated Mastery" policy into existing policies and procedures.

Description: Presently, teachers in our district use a variety of processes and strategies to provide depth, complexity, rigor and relevance into the curriculum for gifted students. This is achieved in modification of content, process, product, learning environment, or in combination with one another.

Examples of some of the instructional practices utilized are:

- Problem-based learning
- Socratic seminars
- Paideia seminars
- Tiered lessons
- Curriculum Compacting
- Flexible grouping
- Thinking Maps
- Revised Bloom's Taxonomy
- Primary Education Thinking Skills for K-3 nurturing program

At the 2012 Leadership Summer Institute, administrators were provided a differentiation checklist for teachers to utilize when planning their lessons. The AIG coordinator encouraged the administrators to share this checklist with their teachers at their respective schools.

Planned Sources of Evidence:

- >Professional Development agendas, attendance rosters.
- >Acceleration policy.
- >Budget expenditures for differentiated curriculum materials.
- >Integration of "Credit by Demonstrated Mastery" policy into existing policies and procedures.

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: In the 2010-2013 plan cycle, McDowell County Schools AIG Program began to address the need to purchase and make available for classroom teachers researched-based supplemental resources. Although several resources have been purchased and made available there is still a need for additional resources K-12 to enhance district consistency. As a result, we want to focus on this practice to ensure research-based resources are available and being used consistently with our gifted students across the district.

Goals:

- 1-Expand the use of William and Mary Language Arts Units to the junior high schools.
- 2-Implement research-based resources such as U-STARS~Plus, an intentional programming for K-3 to develop and identify student potential.
- 3-Investigate research-based supplemental resources for other core academic areas such as science and social studies.
- 4-Explore other research-based supplemental resources appropriate for high school English and Math.

Description: Various research-based supplemental resources are available to AIG specialists and classroom teachers including, but not limited to the following:

1. Primary Education Thinking Skills
2. Revised Bloom's Taxonomy
3. Thinking Maps
4. College of William and Mary Literature units
5. College of William and Mary Jacob's Ladder Reading Comprehension Program
6. Wordly Wise

7. Word Within The Word

The AIG Coordinator maintains a professional lending library of gifted materials at the Central Office for check-out by the teachers. The AIG Coordinator may also elect to purchase supplementary materials for AIG use that can be housed at each school.

Planned Sources of Evidence:

- >Inventory of gifted materials in the Professional Development Lending Library at the Central Office.
- >Record of supplemental materials purchased with AIG funds.
- >DEPs/IDEPs.
- >Agendas/attendance rosters from professional development sessions during implementation.

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: The McDowell County Schools AIG Program recognizes the need to focus on this practice to provide experiences for our gifted students, which not only incorporate technology skills, but provide our students with authentic experiences.

Goals:

- 1-Investigate and develop community service projects for AIG students.
- 2-Investigate possible opportunities for junior high and high school students to engage in summer internships/mentorships with local businesses.
- 3-Continue to build technology resources for our elementary, junior high school, and high school teachers to use with identified AIG students.

Description: During the 2013-2014 school year, McDowell High School will implement the one-to-one initiative, providing laptop computers to all students for their use at school and at home. The high

school provides numerous clubs and extracurricular activities for students to participate in.

There are a variety of opportunities for students grades 4-8 to engage in organized academic teams, such as, Battle of the Books, Science Olympiad, Math 24, Cyber Kids and Math Counts.

Annual academic field trips are provided for AIG students grades 4-8, for example, Catawba Science Center, Blue Ridge YMCA, Appalachian State University, ASU STEM Expo.

Planned Sources of Evidence:

- >Field trip letters.
- >Lesson plans incorporating technology.
- >Community service project documentation.
- >List of internships/mentorship opportunities.

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: The McDowell County Schools AIG Program has no formal record of any local analysis of the subgroup of gifted students' scores and needs to focus on this practice as part of our program evaluation.

Goals:

- 1-Conduct local analyses of gifted students' assessment data in the district each school year to inform program evaluation.
- 2-Investigate how "Credit by Demonstrated Mastery" can inform acceleration decisions at the middle and high school level for applicable students.

Description: McDowell County Schools required all teachers to complete the NC FALCON training and become familiar with the assessment process. Classroom assessments should be on-going and matched to curriculum objectives and performance-based tasks.

At the elementary level several formative assessments are utilized to provide data to drive instruction such as, MCLASS, DIBELS, Write From the Beginning and the NC Summative, Success Maker, Accelerated Reader Program (AR), STAR.

All of McDowell County Schools are assessed annually by state required End of Grade/ End of Course testing. This will also include Measures of Student Learning (MSLs)/Common Exams. Benchmark testing is also used for assessment several times throughout the year at all levels.

Planned Sources of Evidence:

- >Record of yearly data analysis as part of program evaluation.
- >"Credit by Demonstrated Mastery" procedures.
- >Examples of formative, diagnostic and summative assessments.

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: McDowell County Schools AIG Program recognize that children who are gifted have some unique social/emotional needs and may feel different from children their age, experience, or environment. Therefore, it is important that gifted students are provided access to appropriate counseling and support to ensure their affective needs are being met. Results from recent surveys and discussions indicate a need for additional staff development in meeting the social and emotional needs of gifted learners and providing resources for parents of gifted students; consequently, this is a focused practice.

Goals:

- 1-Provide staff development in the social and emotional needs of gifted students for AIG specialists, classroom teachers and school counselors.
- 2-Host evening AIG parent nights to provide information concerning the affective needs of gifted learners.
- 3-Continue to build resources for parents pertaining to social/emotional needs of gifted students in the lending library at the central office.
- 4-Research and develop intentional and meaningful curriculum units and lessons that address the social/emotional needs of gifted students by guidance counselors, AIG specialists, and applicable classroom teachers.
- 5-Provide individual guidance from school counselors for gifted students on an as-needed basis.
- 6-Establish school guidance counselor-led groups for gifted students.
- 7-Compile a list of resources to share with PAGE and on the AIG webpage.

Description: Historically, the AIG Program has provided staff development on social/emotional needs of gifted students. However, this is still a need in our district and we will continue to make efforts in providing this training for classroom teachers, AIG specialists, and school counselors.

The AIG Coordinator has begun to build resources within the lending library, housed at the central, for parents to check-out. During this plan cycle 2013-2016 a list needs to be compiled and shared with the McDowell County Schools PAGE and posted on the district AIG webpage.

The AIG Department will continue to work with the McDowell County Schools PAGE to schedule county-wide annual parent nights for parents of gifted students. The sessions held in the past have proven to be successful and a means of providing information to the parents of gifted students.

Planned Sources of Evidence:

- >Guidance counselor lesson plans and records of services.
- >Classroom teachers lesson plans, unit of study, etc. that address the affective domain of gifted students.
- >Compiled list of AIG resources for parents.
- >Agendas, attendance rosters from professional development regarding social/emotional needs of gifted students.

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: We are presently offering K-3 nurturing opportunities in some of our elementary schools; however, this is not consistent across the district. Therefore, we will be focusing on this practice because we recognize the importance of developing the potential of young (K-3) students through intentional strategies and differentiated curriculum and instruction.

Goals:

- 1-Establish a K-3 curriculum U-STARS~Plus to develop and cultivate the potential of K-3 students.
- 2-Develop consistent district guidelines to identify students for nurturing groups.
- 3-Provide gifted education staff development for K-3 teachers.

4-Investigate and purchase instructional materials for use in the K-3 classroom to promote critical thinking skills.

Description: Presently, some of our AIG specialists serve nurturing groups, but this is inconsistent across the county. The Jacob 's ladder Reading Comprehension materials have been purchased. Professional development on this program will be provided for K-2 teachers in the 2013-1014 school year.

Planned Sources of Evidence:

- >Professional development attendance rosters.
- >District guidelines for nurturing groups.
- >Material list purchased for K-2.

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: Planning time is a valuable commodity for all teachers, at all grade levels. Although, efforts are made to provide time for collaboration, finding the time is always a factor. The majority of our gifted students are served by general education teachers; therefore, the greatest focus of collaboration is needed between those regular education teachers of gifted students.

Goals:

- 1-Investigate ways to establish formal means of team collaboration among all educators to develop and implement differentiated curriculum and instruction for gifted learners.
- 2-Provide meeting opportunities for Advanced Placement (AP) teachers.

Description: Currently, elementary AIG specialists collaborate with one another on a monthly basis. The AIG specialists and teachers attend staff meetings, area meetings, and grade level/subject area meetings at their assigned school. Due to limited time the AIG specialists meet with classroom teachers, EC teachers, ELL teachers on an as needed basis. Exceptional Children's teachers and ELL teachers are invited to participate during annual Differentiated Education Plan or Individual Differentiated Education Plan, (DEP/IDEP) meetings. The elementary AIG specialists and junior high AIG teachers attend scheduled transition meetings to support identified students in adjusting to a new

learning environment.

Junior high AIG teachers will be arranged on teams in the 2013-2014 school year and will provide common planning time for collaboration. High school teachers meet periodically with their subject area department to discuss and collaborate.

The AIG Coordinator attends regional roundtable meetings, the state gifted conference, and other gifted information meetings provided by the NC Department of Public Instruction. The AIG Coordinator meets monthly with AIG elementary specialists to provide updates on gifted education, share instructional strategies for gifted learners, and clarify any questions about the plan and/or service delivery options. Junior high teachers meet yearly to receive AIG updates, discuss and clarify any questions about the plan and/or service delivery options. Junior high and high school teachers meet with the AIG coordinator on an as needed basis.

Planned Sources of Evidence:

- >Attendance roster of meetings.
- >Outline of scheduled meetings for collaboration.
- >Agendas of collaborative meetings.

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: McDowell County Schools AIG Program develops and documents a plan that articulates the differentiated curriculum and instruction services that match the identified needs of K-12 students. The plan is reviewed annually. The AIG Department recognizes improvements in the DEP process would yield a more meaningful process for teachers, parents, and students.

Goals:

- 1-Revise the current Differentiated Education Plan (DEP) K-8.
- 2-Revise the high school DEP that incorporates a 4-year course plan.

Description: Currently, the McDowell County Schools AIG Program requires classroom teachers, AIG specialists to collaboratively develop annually a DEP plan for each identified student in grades K-8. High school DEP plans are developed annually during registration with high school personnel, AIG teacher, or AIG coordinator. This plan describes the AIG services the identified student will receive

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during the school year. The Differentiated Education Plan or Individual Differentiated Education Plan (DEP/IDEP) is discussed and signed yearly at individual parent meetings.

IDEPs (Individualized Differentiated Education Plans) will be developed when a student shows a demonstrated need for substantial differentiation, such as a highly gifted student at any grade level.

Planned Sources of Evidence:

- >Revised DEPs/IDEPs grade K-8.
- >Signed DEPs/IDEPs grade K-12.
- >Revised DEP with 4-year course plan.

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: This is a maintained practice because MCPS already requires the AIG Coordinator possess the following:

- Licensure in gifted education
- Masters degree in school administration or gifted education
- Experience teaching AIG students at least five years

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

Description: The MCPS is committed to continuing to employ a full time AIG licensed educator in the capacity of Academically/Intellectually Gifted Program Coordinator to guide, plan, develop, implement, revise and monitor the local AIG plan. The coordinator will also work closely with the AIG Advisory Committee and AIG specialists/teachers to continually assess and make recommendations to revise the local plan in order to provide the appropriate services for the AIG students.

The AIG Coordinator has the following responsibilities and they are understood to be the total job description of the AIG Coordinator:

Identification/Placement:

- Develops an identification process that assures an individual body of evidence for potentially gifted students knowledge and abilities as required by state standards and legislation and State Board of Education Policy.
- Monitors the identification procedures and process to ensure fidelity.
- Selects assessments that include multiple sources of information about students.
- Coordinates countywide assessment of students for identification (3rd grade CogAT Cognitive Abilities Test).
- Coordinates, administers and scores test materials needed for identification
- Maintains an accurate AIG program headcount and submits headcount to state authorities by required deadlines.

Programming/Curriculum/Instruction:

- Plans and implements the district-wide programs and services for K-12 gifted learners that are specifically designed for the identified needs of the local population, in accordance with state standards and legislation and State Board of Education Policy, which has been approved by the LEAs school board.

- Observes and evaluates the programs activities.
- Assesses the overall effectiveness of the program.
- Initiates and directs improvements in the program.
- Collaborates with counselors to develop a comprehensive guidance program that addresses the unique social/emotional needs of gifted learners, as well as assistance with academic planning and vocational and career awareness.
- Collaborates in planning, developing, monitoring and coordinating the AIG program.
- Facilitates the county-wide AIG Advisory Committee meetings throughout the school year to provide updated AIG information, evaluate and revise programming and policy as needed, and review goals of the current AIG plan.
- Meets monthly with the elementary AIG specialists providing staff development and policy and program updates

Personnel/Staff Development:

- Acts as a liaison between the Central Office administrative staff and local school staffs, state, and regional administration.
- Articulates roles and responsibilities of all personnel working with gifted learners.
- Coordinates professional development opportunities related to gifted education.
- Evaluates and reports staff development activities to appropriate personnel.
- Develops procedures for the selection of teachers that work with gifted learners that includes placement in classrooms where teachers have met local requirements for that position or have earned an AIG add-on license.
- Determine needs and develops a comprehensive on-going professional development plan for all personnel that work with gifted students.
- Works in conjunction with the AIG specialists to improve communication about the AIG program.

Administrative Duties/Public Relations:

- Ensures that necessary administrative procedures are maintained.
- Oversees the purchasing of quality gifted materials for teacher/student use
- Actively participates in regional Round Table meetings, personal professional development opportunities, and other state initiatives to support gifted programs.
- Maintains the McDowell County Schools AIG website
- Attends monthly PAGE meetings to serve as the liaison between MCPS and the AIG parents.
- Attends monthly leadership team meetings and curriculum instruction meetings to share information regarding the gifted program.
- Makes monitoring visits during the schools year to audit AIG folders to ensure student folders have completed paperwork
- Observes the elementary AIG specialists and provides instructional feedback
- Chairs the plan revision process and manages the electronic plan for DPI submission
- Coordinates communication to McDowell County Schools Board of Education, parents and community on a regular basis and upon request
- Coordinates enrichment opportunities for AIG students
- Coordinates AIG parent nights for grades K-12
- Conducts surveys to provide program feedback information

Fiscal Management:

- Oversees the AIG budget, seeks additional funding to support the program.
- Establishes and maintains control of financial resources specific to the continuum of services provided by the program.
- Consults with the superintendent and finance officer on fiscal matters.
- Shares budget information with relevant stakeholders.

Planned Sources of Evidence:

- > Credentials/certification of the AIG Coordinator
- > Agendas and minutes from county-wide AIG Advisory Committee meetings
- > Board of Education minutes
- > Agendas from AIG Specialist meetings
- > Staff development attendance documents
- > PAGE minutes
- > Timely submission of documentation (Headcount & AIG Plan)
- > Survey summaries
- > Annual list of professional development attended by AIG Coordinator
- > Annual record of AIG-related local and state 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: McDowell County Schools funds eight AIG specialist positions with state funds. These positions are assigned to the eight elementary schools. In addition, each school has at least one half-time AIG program specialist. All of the AIG specialists are highly qualified teachers and fully AIG certified. Two have their masters degree and one has National Board Certification. The AIG specialist collaborates with the classroom teachers and principal to establish a viable schedule which allows for service delivery (pull-out, nurturing, enrichment, inclusion) for identified gifted students, collaborative planning (county AIG PLCs, regular education teachers PLCs, counselors, school AIG Review Team), consultation, the completion of appropriate documentation and maintaining accurate AIG files. McDowell County Schools AIG specialists are trained in teaching gifted students and are encouraged to attend on-going professional development to keep them abreast of new information in teaching gifted students. The specialists attend the regional AIG roundtable meetings with the AIG Coordinator on a rotating basis, as well as the North Carolina Academically Gifted Conference. As a result, this practice is maintained. Through collaboration, involvement and support of these AIG specialists every effort is made to ensure our gifted students are engaged in tasks which address their academic, intellectual, social and emotional needs.

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

Description: The AIG Coordinator reviews the submitted schedules of the AIG specialists and makes recommendations if needed. The AIG specialists orient faculties, administrators, and parents to the

AIG Program and reviews screening, identification, and placement procedures on an annual basis. The AIG specialists serve as the AIG chair for their school AIG Review Team, providing a forum for dialogue, maintaining an accurate record of students nominated and placed in the AIG Program and maintaining records of the Review Team decisions. The AIG Coordinator presents information regarding the local AIG plan every plan cycle to administrators and their faculties. The AIG specialists attend periodically grade level PLCs to assist regular classroom teachers in the training, planning, and delivery of differentiated instructional strategies for the gifted students. The specialists deliver differentiated instructional strategies through service delivery options for identified gifted students such as, inclusion and pull-out. The AIG specialists meet once a month in their AIG PLCs to plan and review resources used in their classrooms. The AIG specialists provide nurturing experiences for potential student placements, and work with other support personnel (i.e. ESL, EC) to address the needs of diverse populations.

The AIG specialists sponsor various competitions (i.e. CyberKids, Math 24, Battle of the Books, Math Counts) and extracurricular events [i.e. Technology Night, E-3 Day, Creating Connections Conference (CCC)].

The AIG specialists communicate with the parents annually regarding their child's academic progress through the Differentiated Education Plan (DEP)/Yearly Performance Review (YPR), and the Individual Differentiated Education Plan (IDEP). The specialists inform stakeholders to the AIG studies and events through their classroom webpage, parent letters, and Parent Night meetings.

The AIG specialists maintain an AIG folder for each identified gifted student documenting placement qualifications, updating testing information and report cards and annually completed DEPs/YPRS and IDEPs. Specialists maintain accurate headcount of identified gifted students and periodically revisit periodically the qualifications of students who are placed on "wait and watch" status.

The AIG specialist works with the school counselor to address social and emotional issues of their AIG students through counselor planned classroom visits, individual referrals to counselor, developing AIG focus groups for the counselors to work with that address gifted students needs. The AIG specialists will conduct a book study around the book "The Gifted Kids Survival Guide for Ages 10 and Under" by Judith Galbraith, with the initially identified AIG students to help them understand what it means to be gifted and some of the challenges they may face.

The AIG specialists remain current in gifted licensure by completing at least 2 CEUs (20 hours) of staff development in gifted education within five (5) years of receiving gifted licensure or renewing the license and by attending monthly AIG meetings with the AIG Coordinator.

Planned Sources of Evidence:

- > AIG Specialist's Schedules
- > Lesson Plan samples
- > Annual review of needs assessment
- > List of conference attendees
- > Attendance documentation for provided staff developments
- > AIG Specialist's Schedules

- > Documentation of decisions by the AIG Reveew Team
- > Completed AIG files for identified studens (DEPs and IDEPs)
- > Agendas of AIG PLCs

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: McDowell County Schools AIG Program strives to provide annually professional development opportunities regarding gifted education for teachers and support staff. Previous workshops have focused on characteristics of gifted students, curriculum differentiation, teaching strategies and social/emotional needs of gifted students. Records have been kept of attendance at these workshops and CEU credits are given to the attendees. However, our AIG program does not have specific local professional development requirements for teachers and other personnel who are involved in providing AIG programs and services, including classroom teachers, exceptional children personnel, counselors, and school administrators that have not obtained official state AIG-licensure; consequently this is a focused practice.

Goals:

1. Develop and communicate specific local professional development requirements for teachers and other personnel who are involved in providing AIG programs and services, including classroom teachers, exceptional children personnel, counselors and school administrators that have not obtained official state AIG licensure.
2. Establish on-going professional development requirements for secondary teachers who hold an official state AIG licensure and are currently teaching AIG students.

Description: McDowell County Schools AIG Program is committed to providing on-going professional development for teachers and support staff in the area of gifted education. We recognize professional development is key in supporting the academic, intellectual and social development for gifted learners and crucial for successful implementation of the McDowell County Schools AIG Program.

Currently, the McDowell County Schools AIG Program provides on-going staff development in gifted education by providing funding for the following:

- > local professional development opportunities and providing CEUs for attendees
- > professional development opportunities when available at WRESA (Western Region Education Service Alliance
- > attendance of at least six AIG personnel for the annual NCAGT conference (North Carolina Association for the Gifted and Talented)

Planned Sources of Evidence:

- > Professional development agenda/reources
- > Professional development attendance documentation
- > Professional development plan

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: Neither McDowell County Schools nor McDowell County Schools AIG Program currently has a plan or policy that addresses the placement of AIG students in classrooms with teachers who hold a state AIG licensure or who have had professional development in gifted education. The AIG students in grades 4-8 are cluster grouped, however, teacher assignment is managed at individual schools and is not consistent district-wide. Therefore, this is focused practice because there are gifted students assigned to classrooms with teachers who do not hold state AIG licensure or have minimal AIG training in grades K-12.

Goals:

1. Place students in classroom with teachers who have earned state AIG licensure or who have completed the local AIG certificate.

Description: It is imperative that McDowell County Schools implements a consistent process that is intentional in placing AIG students in classrooms with personnel who are licensed or trained in gifted education. AIG students in grades 4-8 are cluster grouped, but there are not clear and comprehensive descriptions for the role of general education teachers who serve gifted students.

In this plan cycle we will develop clear guidelines for placing students in classrooms with qualified teachers who have training in gifted education. Once guidelines are established and teachers have been given the opportunity to meet these guidelines, schools will be given rosters of personnel who have a state AIG license or local AIG certificate. There should be a partnership between the AIG Coordinator and school-based administrators to ensure effective AIG student placement.

Planned Sources of Evidence:

- >Class rosters
- >County guidelines for placement of AIG students with teachers
- >Roster of qualified AIG teachers

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: McDowell County Schools AIG Program has supported and offered AIG professional development largely based on immediate needs and as opportunities have become available. Recently, a McDowell County Schools curriculum and instruction team was formed. The curriculum and instruction team meets once a month which allows for collaboration and discussion of district initiatives among district administrators. This is a focused practice because McDowell County Schools is currently evaluating the district initiatives as a whole.

Goals:

1. Alignment of AIG Program professional development offerings with district initiatives.
2. Conduct annual needs assessment to determine the AIG professional development needs.

Description: AIG specialists are invited to attend all regular education professional development and regular education teachers and support personnel are invited to attend AIG professional development offerings. The AIG Coordinator is a member of both the McDowell County Schools curriculum and instruction team and the leadership team which provides a forum to share AIG professional development opportunities.

Planned Sources of Evidence:

- > Curriculum and Instruction Team & Leadership Team agendas
- > Survey results
- > Professional development agendas, attendance rosters
- > District, state and national initiatives

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Members of the McDowell County Schools Curriculum and Instruction Team attend state and national conferences, regional meetings and information events sponsored by the Department of Public Instruction (DPI). The professional development that is offered is aligned to research-based best practices and national teaching standards. Use of the North Carolina Teacher Evaluation Instrument, which is inclusive of the 21st Century skills, provides the framework for professional growth and reflection. Several teachers of AIG students annually attend the North Carolina Association for the Gifted and Talented Conference (NCAGT) as well as, other professional development opportunities at our Western Region Education Service Alliance (WRESA). Our teachers and district administrators have access to professional development which aligns with state and/or national teaching standards on a regular basis, therefore this is a maintained practice

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

Description: Teachers and district administrators are supported in attending regional, state and national professional development opportunities. The AIG Coordinator and at least six teachers or other support personnel, annually attend the state gifted conference, which allows for them to stay up-to-date on the latest research and best practices for working with gifted students. WRESA trainings also allow local access to quality professional development that meets the needs of gifted programs in our region. In addition, specialized training occurs for teachers of AP classes.

Planned Sources of Evidence:

- >Teacher evaluation instrument
- >Professional development attendance rosters
- >Record of attendance of NCAGT

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: The elementary AIG specialists have the opportunity to plan, implement, and develop their teaching practices daily. Each specialist's daily/weekly schedule includes service delivery options for gifted students and planning times with other classroom teachers. However, the time the elementary specialists are able to spend planning with other teachers is inconsistent from week to week and from school to school. This is due largely to the fact the AIG specialist position is only a half time position; therefore, their schedule is full serving AIG students and other duties set forth by their principal. Consequently, this leaves little time for collaborative planning with other support personnel and inconsistency in planning with other teaches. Opportunities for other teachers to plan implement and refine their teaching, have been inconsistent from school to school. However, implementations of PLCs have currently begun, allowing time for teachers to plan, implement and refine applications of their professional development; therefore, this is a focused practice.

Goals:

1. Encourage support personnel (i.e., school counselors, exceptional children's teachers, ELL teachers) to collaborate with the AIG specialists.
2. Facilitate collaboration among personnel who work with gifted students and support them through offered professional development regarding gifted education.

Description: The AIG specialists meet monthly with the AIG Coordinator as a PLC to discuss teaching strategies, to participate in professional development, and to receive updates concerning gifted education initiatives. As time allows, the AIG specialists attend grade level meetings (PLCs) to plan collaboratively with regular education teachers and strive to meet with other school personnel that provide services to gifted students. They also participate in staff development offered by regular education so they are knowledgeable about new strategies, programs, and initiatives and can be support to the classroom teacher. The AIG specialists have been trained in Google docs and use this as means to collaborate, plan and develop AIG lessons. This means of technology has improved the sharing of instructional ideas.

AIG specialists provide direct services to gifted students through pull-out and in some cases co-teaching with a classroom teacher where they may model lessons incorporating gifted strategies. They may also assist the classroom teacher in developing differentiated instructional activities and assist in providing appropriate gifted resources. All of our AIG specialists are half time positions and have additional duties (i.e. testing coordinator, parent involvement coordinator, RTI chairman, yearbook advisor). These additional areas of responsibility may limit the amount of time that is available for collaborative planning with classroom teachers and support personnel.

Planned Sources of Evidence:

- > Examples of resources developed through collaboration.
- > Agendas, sign-in seats for meetings and PLCs.
- > AIG specialists daily/weekly schedule that include collaborative Planning time.
- > Agendas/minutes of PLCs.
- > Attendance documentation of professional development for the AIG specialists.

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: McDowell County Schools offers an array of programs and services that address the academic needs of gifted learners by modifying and supplementing the North Carolina Common Core Standard Course of Study and Essential Standards. However, there is still a need for intensive training in differentiation strategies and the social/emotional needs of gifted students K-12. Recognizing a need for a social/emotional component, as well as an intellectual component, for the AIG Program, McDowell County Schools will focus on improving both of these areas.

Goals:

1. Concentrate professional development in differentiation and social/emotional needs for teachers of gifted students K-12.
2. Develop and implement a K-3 nurturing program with district consistency.
3. Develop and integrate a 4-year plan for graduation into the annual DEP meeting for high school students.

Description: Established services provided to gifted learners begin in fourth grade, when students are formally identified, unless they are brought before the school AIG Review Team and identified at grade K-3. The identified students K-6 are served by the AIG specialist during a pull out session at least four times a week. The remainder of the time, the regular education teacher serves the gifted students in heterogeneous classrooms where they are cluster grouped. At the junior high schools, the gifted students are cluster and subjected grouped, with a particular teacher (preferably with AIG licensure or AIG training) serving the gifted and advance students in reading and in math in grades 7-8. When students in grade 6 transition to the junior high school they are placed in the advanced classes that meet their area of AIG eligibility (i.e. Reading AIG student placed into advanced language arts class). The high school level remains student and parent self select in their courses, with guidance from high school personnel during registration.

To date, some of our elementary school AIG specialists serve k-3 nurturing groups; however, the frequency and time is inconsistent across the district.

Planned Sources of Evidence:

>Professional development agendas, attendance rosters.

- >DEPs and high school DEPs with the 4-year plan.
- >Formal nurturing program guidelines.

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 McDowell County Schools recognize that AIG students exhibit behaviors which are different from other students their age. We are committed to providing an array of services designed to meet the needs of gifted students in English/Language Arts and Math. Differentiated Education Plans or Individual Differentiated Education Plans (DEPs/IDEPs) have been established which outlines the areas of curriculum to serve the identified needs. We will continue to maintain this practice and the AIG specialists/ teachers, classroom teachers and AIG parents will meet annually to develop the DEP for each AIG student.

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

Description: Elementary K-6 Service Delivery Options (see appendix):

AIG specialists/teachers in grades K-8 meet with classroom teachers, other support personnel, when appropriate, and parents to explain and implement services that meet the needs of gifted learners. At the beginning of each school year, AIG specialists/teachers develop a DEP or IDEP for each student in the AIG program with strategy options to meet the need of each gifted student. The DEPs or IDEPs clearly outline the service options available at each grade level.

Junior High 7-8 Service Delivery Options (see appendix):

At the junior high level advanced courses are offered in the AIG student's area of identification. The AIG teacher in grades 7-8 meet with the parent to explain and implement services that meet the needs of their AIG student. Together, the AIG teacher and parent develop a DEP or IDEP for each AIG student in order to outline the strategy options that would best meet the needs of their gifted student.

High School 9-12 Service Delivery Options (see appendix):

At the high school level, students select courses and special activities from an array of options designed to meet the needs of all learners, including the Academically and Intellectually Gifted students. The self-selection process is supported through advising and counseling, descriptions and expectations for honors, AP and other advanced level courses. While enrollment in advanced-level courses is open, course descriptions include pre-requisites where applicable. The high school provides a variety of advanced courses and learning opportunities that AIG students might select when developing their four year gifted plan. The intensity of differentiation is determined by the course selection.

During the 8th grade registration process, the AIG teacher needs to partner with the counselors and parents to recommend appropriate placement. Parents will be invited to a registration/Differentiated Education Plan (DEP) meeting to participate in their child's course selection and develop their four year plan.

The high school Guidance Counselor is to meet annually (and on-going when appropriate) to continue to recommend and place gifted students in appropriate rigorous and challenging classes.

Advance Placement (AP), honors courses, early entrance to college, parallel enrollment at college and high school qualify as formal gifted-programs. Other options designed to expand student interests and talents are also important components of the program. (See special programs on the DEP.)

Planned Sources of Evidence:

- >Signed DEPs/IDEPs.
- >Consistent use of service delivery options.
- >Budget allotment for each grade level for purchase of specialized/supplemental resources.

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The McDowell County Schools AIG Coordinator is currently included on the leadership team and the Curriculum and Instruction Team. The AIG Coordinator also works closely with the district instructional coaches in planning for professional development. Communication is occurring and will continue between the AIG program and the curriculum and instruction department; therefore, this is a maintained practice.

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

Description: The AIG program should be an integral part of all LEA initiatives and divisions, which include areas such as, professional development and system initiatives. To date, the AIG Coordinator is part of the leadership team and the curriculum and instruction team where these conversations about district initiatives occur. The AIG Coordinator shares updates and information about gifted education to ensure that AIG continues to be a vital component of our students' education.

The AIG Coordinator periodically provides presentations regarding the local AIG plan and any AIG updates at the leadership team, curriculum and instruction team, and school faculty meetings. The AIG Coordinator along with the AIG specialists have trained and shared the Jacob's Ladder reading comprehension program with the regular education teachers grades 3-6. The language arts teachers in grades 7-9 will be receiving the Jacob's Ladder training before the end of the 2012-2013 school

year. Teachers in K-3 will receive the Jacob's Ladder training at the beginning of the 2013-2014 school year. Once this training is complete K-9 teachers will have access to this supplemental reading program that targets reading comprehension skills not only for high-ability students, but for all students. Jacob's Ladder moves students through an inquiry process from basic understanding to critical analyses.

Planned Sources of Evidence:

- >Meeting agendas district, faculty.
- >District meeting minutes/sign-in sheets.

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The McDowell County Schools AIG Program makes every effort to keep all stakeholders informed as to service delivery options for gifted students, regulations related to gifted education, and the local AIG Program and plan. The AIG Coordinator will continue to successfully share information regarding the AIG Program; therefore, this will be a maintained practice.

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

Description: The local Board of Education approved AIG plan can be found on the McDowell County Schools' AIG webpage which is located under the Curriculum and Instruction link. The names and contact information for each school's AIG specialist is listed, along with the parent representative of the McDowell County Schools PAGE. The AIG specialist provides training, annually, for classroom teachers on the nomination process and the use of eligibility criteria to recognize academically/intellectually gifted students and their needs. Additional information can be found on each AIG specialists' School Fusion Page and through newsletters. Parents who sign up with the local PAGE chapter receive regular e-mails regarding updates and events. In addition, parents who participate in the local PAGE meeting receive monthly updates from the AIG Coordinator.

The AIG plan and referral/identification procedure is reviewed the AIG Review Team chairman and they in turn share it with their team members. Updates on gifted education regulations and the local plan are presented at school faculty meetings. Monthly meetings held for AIG specialists by the AIG Coordinator provide another venue for discussion, planning, clarification, and gifted education updates. Annual meetings with the junior high AIG teachers also provide the opportunity to discuss, plan, clarify and receive updates related to gifted education.

Monthly updates are provided to administrators and the Central Office staff by the AIG Coordinator, and AIG updates for the Board of Education are presented by the AIG Coordinator upon request.

Other means of distributing gifted information among personnel involve participating at the leadership team meetings and scheduled AIG Advisory Committee meetings, and disseminating information through e-mails, phone calls, and the district AIG website.

Planned Sources of Evidence:

- >AIG webpage.
- >Agenda, presentations at district-wide meetings.
- >Board of Education presentations (agendas/minutes).
- >Sign-in sheets for annual and monthly AIG meetings.
- >Agenda of Leadership Team Summer Institute.
- >Monthly PAGE minutes.

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: All teachers in McDowell County Schools LEA are made aware of gifted student identification and service needs. The AIG Coordinator makes concerted efforts to maintain an open line of communication between teachers and schools concerning delivery options as students transition from school to school. In our program evaluation, input from the high school teachers indicated a need to improve communication at the high school level. As a result, this is a focused practice because communication at all levels is vital to an effective and comprehensive program.

Goals:

1. Establish meetings involving teachers/parents/students regarding honors and AP classes.
2. Establish an AIG team of teachers at the high school to offer extra support to the AIG students.

Description: Open lines of ongoing communication among all stakeholders are essential in ensuring the continuation of appropriate AIG services for identified gifted students. Classroom teachers and AIG specialists/teachers attend curricular professional development to keep abreast of curricular

changes and updates. Elementary specialists meet and collaborate with regular education classroom teachers as time allows. Junior high AIG teachers meet with their grade level and high school teachers meet with their respective departments for collaboration. Classroom teachers in the elementary and junior high are required to collaborate with the AIG specialist to develop student DEPs/IDEPs.

Concentrated efforts are made by the elementary AIG specialists and the junior high teachers to ensure smooth student transitions from grade level to grade level and school to school. Annually, the elementary AIG specialists provide the classroom teachers a list of AIG students who are in their classrooms and meet with them to discuss their needs. Transition meetings are held with the elementary AIG specialists and the junior high AIG teachers within the first six weeks to help with student transitions. High school teachers also receive a list of the AIG students on an annual basis.

The plan cycle of 2013-2016 will include developing a presentation which will communicate effectively information regarding high school AP courses and student expectations.

Planned Sources of Evidence:

- >Presentations of transition meetings for teachers, parents, and students.
- >Evidence of transition meetings held: agendas, presentations, sign-in sheets.

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: An annual Differentiated Education Plan or Individual Differentiated Education Plan (DEP/IDEP) is developed for each identified AIG student. All personnel who are involved with gifted programming and services in McDowell County Schools LEA are invited by the AIG program to attend and assist in the development of the DEP or IDEP. This is a maintained practice because the AIG specialists/teachers collaborate with other personnel to ensure they are part of the DEP/IDEP process.

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

Description: McDowell County Schools AIG Program expects all personnel who are involved with gifted programming and services to be part of and assist in the development of the identified AIG student's DEP or IDEP. The parent and AIG specialist/teacher are always included in the development of the DEP or IDEP, but other personnel, when applicable, might include the exceptional children teacher, ESL teacher, counselor, instructional staff, and administrators to aid in the development of the differentiated programming and services.

Planned Sources of Evidence:

- >DEP/IDEP with signatures of attendance.
- >Agendas of meetings with personnel other than AIG: exceptional children teachers/program specialists, ESL teachers, administrators.

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 Focused Practice for 2013-2016.

Rationale: Throughout the last plan cycle McDowell County Schools AIG Program has provided professional development for teachers and counselors on the social/emotional needs of gifted students. However, survey results conducted with school counselors and discussions with parent at the PAGE meetings indicate a need to develop a more systematic and sustained plan to address the social/emotional needs of our gifted students; consequently, this is a focused practice.

Goals:

1. Provide on-going professional development for all personnel involved in providing AIG services.
2. Provide parent/families with information and resources to address the social/emotional needs of their gifted student.
3. Develop in collaboration with AIG specialists/teachers, regular education teachers, and school counselors a systematic plan to address the social/emotional needs of our gifted students.
4. Continue to build and promote the use of the lending library for teachers and parents.

Description: School counselors provide individual and small group counseling sessions for students that have been referred by classroom teachers and/or parents. The AIG Coordinator progress monitors the AIG students at the end of each grading period and provides a report of students to the counselors who warrant an intervention. Individual meetings then occur with the counselor or the AIG coordinator to offer students support they need to be successful. The counselors at the secondary level meet with each rising ninth grader, offer course suggestions, and assist with the high school registration process.

To date, some of the elementary school counselors arrange time with the AIG specialist during their pull-out time to address specific topics regarding gifted student's affective needs. During the plan cycle 2013-2016, the elementary specialist will be providing a book study for initially placed students which will address the affective needs of the gifted learner.

A gifted education lending library exists at the central office that includes resources to address the social/emotional needs of AIG students. These resources are available to be checked out from the AIG coordinator upon request.

Periodically, guest speakers in the field of gifted education, such as Duke Tip, are invited to provide presentations for parent/student nights to share information on characteristics and social/emotional needs of gifted students.

Planned Sources of Evidence:

- >Professional development.
- >List of lending library resources.
- >Counselor lesson plans.
- >Parent night agendas.

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: The McDowell County Schools AIG Program has had students who have accelerated at least one grade level, started kindergarten early, or subject accelerated at least once. Although to date, we have not had a well defined, consistent district-wide policy to govern these decisions. The AIG Program will focus on this practice to define clear guidelines for the district to guide administrators and parents in making the decisions regarding acceleration.

Goals:

1. Revise district-wide policy and procedures on acceleration at all grade levels (whole grade and subject) and share with stakeholders.
2. Integrate the State Board of Education's "Credit by Demonstrated Mastery" policy into existing policies and procedures.
3. Investigate and encourage opportunities for distance learning for highly gifted students or students who need additional service options not available at the local level.
4. Review and consider the purchase of the IOWA Acceleration Scale, a tool to help schools and district teams make informed decisions concerning grade acceleration.

Description: The McDowell County Schools AIG Program currently has guidelines for subject acceleration and whole grade acceleration (see appendix) but work needs to be done to clearly define and provide consistent district-wide policy to govern such decisions. We plan to develop a policy and

set clearer guidelines for administrators and parents in making these decisions during the 2013-2014 local AIG plan cycle. A district-wide policy on acceleration is needed to ensure that all parties in the LEA provide options in a similar manner and obstacles are removed that prevent students from the benefits acceleration provides.

Planned Sources of Evidence:

- >Development of a written LEA policy for accelerative instructional and placement options.
- >Enrollment of records of AIG students who have enrolled in distance learning courses.
- >Agendas of AIG Advisory Committee.

Other Comments:

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale: McDowell County Schools AIG Program strives to ensure that traditionally under-represented populations receive the same opportunities and services across the district. AIG student identification is provided to personnel who have a specialized focus such as ELL as EC teachers that may also provide services to our AIG students. We also maintain a deliberate focus on our economically disadvantaged students. We sometimes have highly gifted students or students who need more than the standard DEP (Differentiated Education Plan) can offer, an IDEP (Individualized Differentiated Education Plan) is developed for that student.

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

Description: The McDowell County Schools AIG Program attempts to ensure that traditionally under-represented populations receive the same opportunities and services across the district. Support personnel are invited to attend any professional development offered concerning gifted students. The ELL and EC teachers are made aware of the gifted students who they might be serving and are invited to the annual DEP or IDEP meeting. Likewise, the AIG coordinator has communicated with the Director of Exceptional Children's Program to ensure the AIG specialist/teacher is part of the annual IEP (Individual Education Plan) meeting. Students who may be identified as twice-exceptional are monitored in advanced classes for any difficulties that may be addressed through assistance from the EC teacher. Sometimes circumstances arise that warrant interventions and an IDEP (Individual Differentiated Education Plan) needs to be developed to specifically outline the special services the student will receive. Budget resources are allotted for students who may face difficulties participating in curricular or enrichment opportunities because of financial constraints, such as subsidies for fees charged for AP exams or registration fees and travel. Open communication also occurs with the homeless case workers and the AIG coordinator to address special needs of these students who are identified in both categories.

Planned Sources of Evidence:

- >Evidence of budget funds used to assist economically disadvantaged students.
- >Student DEPs/IDEPs.
- >Professional Development sign-in sheets.
- >Record log of AIG and support personnel contacts.

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: McDowell County Schools offers and encourages many extracurricular programs and events for the gifted students. The results of our 2012 survey of parents and students indicated that we are effectively offering extra-curricular programs and events for our gifted students; consequently, this is a maintained practice.

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

Description: The following are programs or events are made available as part of McDowell County Schools AIG Program.

Elementary School Level:

Duke Tip
E-3 Day
Technology Night
Creating Connections Conference (CCC)
Battle of the Books
Math 24
Math Counts
Cyber Kids

Junior High School Level:

Duke Tip
E-3 Day
Technology Night
Battle of the Books
Math Counts
Science Olympiads

High School Level:

Governor's School

AP prep class

Numerous other opportunities are available on the McDowell High School Webpage

Planned Sources of Evidence:

- >Record of assistance for low-income students with demonstrated needs.
- >Flyers, agendas of events.
- >Student participation of events and programs.
- >AIG website.
- >McDowell High School webpage.

Other Comments:

Standard 5: Partnerships

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Indicated by responses on our 2011-2012 AIG Parent Survey, the McDowell County Schools' AIG Program, has been intentional in developing partnerships in order to support the academic, intellectual, social and emotional needs of AIG students; therefore this is maintained practice. We employ annual DEP meetings, parent nights, transition meeting, surveys, enrichment activities involving community members and monthly PAGE meetings.

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

Description: McDowell County Schools' AIG Advisory Committee will continue to ensure that communication channels are always open between parents, community, faculty/staff, students and that appropriate services for AIG students are being provided through programs and practices already in place in our LEA. The communication strategies currently in place are:

- > Shared identification information through parent meetings.
- > Share service options through annual DEP meetings.
- > Allow the parent(s) to have input through the McDowell County PAGE.
- > PAGE meeting minutes are shared with parents via e-mail.
- > Quarterly AIG newsletter sent out to AIG parents.
- > AIG Coordinator provided transitional meetings for parents and students.
- > AIG Coordinator provides parent nights with guest speakers to address topics of interest regarding needs of gifted students.
- > Yearly Performance Review to share with parents.
- > Annual surveys with parents, teachers, administrators and students.
- > Members of the AIG review team are available to meet with parents about the student's needs.
- > Utilize Remind 101 to send text messages to disseminate AIG information to parents.
- > Parent/Teacher Conference
- > County AIG Advisory Committee meetings.
- > E-3 Day - Parent and community volunteers help to provide a day where AIG students can be enriched in programs that they may not otherwise be exposed to.
- > Open House: Students and parents are able to meet their teachers and discuss needs of students prior to the beginning of the school year.
- > Technology Night: Students in grades 4-8 can choose classes to attend to advance their understanding of the use of technology.
- > McDowell County AIG website.

Planned Sources of Evidence:

- > Flyers
- > AIG website
- > Event invitations
- > Meeting agendas
- > DEPs/IDEPs
- > Brochures
- > Agenda, minutes of PAGE Meetings
- > Surveys: Parents, students, teachers, administrators

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Communication has been a focus and has been improved with the implementation and maintaining of various methods of communication. The McDowell County AIG Program uses a variety of methods to communicate with all stakeholders concerning the goals and policies of the local AIG program and its relation to the NC AIG Program standards. Even though we consider this a maintained practice, there can never be enough communication and efforts will be made to update information and the methods used to disseminate information on a consistent basis.

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

Description: The McDowell County Schools' local AIG Plan, additional resources and events related to gifted education are available for viewing on the AIG county website. Contact information for the AIG Coordinator is included on the website for any interested individuals to ask questions or voice concerns. AIG students and parents/families are invited to annual meetings at each school to obtain current information about the program, ask questions, and sign DEP's (Differentiated Education Plans).

The AIG elementary specialists, at least twice a year, hold AIG parent meetings at their respective school for parents to share and disseminate pertinent information regarding the AIG program. Parents are encouraged at these meetings to become an active participant in the county PAGE group to ensure parent representation from each school.

Monthly PAGE meetings are held to provide a forum to discuss and share AIG information with parents. In addition, the PAGE group and AIG Coordinator collaborate and arrange guest speakers for annual parent nights.

The AIG Coordinator meets annually with the AIG teachers to provide updated information regarding the AIG program. The AIG Coordinator also provides informational presentations to various

stakeholder groups on an as-needed basis.

Planned Sources of Evidence:

- > Publicly posted AIG Plan on McDowell County Schools' website
- > Handout for presentations
- > Agendas for meetings
- > Minutes of meetings
- > Flyers

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 AIG Advisory Committee, comprised of stakeholders is currently utilized in developing , implementing, and monitoring the local AIG program and plan. Parent, teacher, administrator, student perspectives are intentionally solicited through surveys and meetings. We will continue to maintain this practice and involve our stakeholders in the development, implementation and the monitoring of our AIG program and plan.

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

Description: An AIG County Advisory Committee is utilized to aid in the development, implementation and monitoring of the local AIG program and plan. The McDowell County Schools AIG Advisory Committee is comprised of diverse stakeholders who support the quality and integrity of the program by sharing their expertise and knowledge. The Advisory Committee includes members from administration, teachers, AIG specialists, counseling staff, and parent representatives. Meetings are held at least twice a year to review the AIG program and goals.

Annual surveys are administered to students, parents, teachers and administrator to gain input from all stakeholders. Results of the surveys are shared on the district AIG website.

All parents are encouraged to attend the local PAGE meetings. If parents are unable to attend they may request their e-mail address be added to the PAGE e-mail list in order to receive the PAGE minutes.

Planned Sources of Evidence:

- > Membership and meeting agendas for AIG Advisory Committees
- > Meeting agendas and attendance roster for PAGE meetings.
- > PAGE minutes
- > Surveys that include diverse groups

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: McDowell County Schools AIG Program currently uses several methods of communication with its stakeholders and the 2011-2012 survey results indicated adequate communication was being provided. Presently, we have an AIG website which is maintained and updated with information. Several other modes of communications, both electronic and paper, are also used to provide on-going information regarding opportunities for AIG students. When necessary information is translated in both written and spoken communication into needed languages. Therefore, this is a maintained practice.

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

Description: We intentionally use an array of communication modes to ensure parents/families and the community is consistently informed about the opportunities available to our AIG students. An AIG county website is in place where the McDowell County Schools AIG local plan can be viewed. Updates are made to offer instant access to essential information for any stakeholder.

Several other modes of communications are also used to provide on-going information about opportunities available to AIG students such as, Remind 101, flyers, brochures, PAGE e-mails, newsletters and automated phone calls.

When materials are created to inform parents and families of AIG students of opportunities, these will be translated into the native languages, as needed. Translators are made available at meetings when necessary to ensure accurate communication.

Planned Sources of Evidence:

- > E-mails
- > Newsletters
- > Brochures
- > Translated documents
- > AIG Website

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: Partnerships are vital to the well-being of our McDowell County Schools' AIG program and the students we serve. Our AIG Program has established a strong partnership with the parents/families via the McDowell County PAGE. Partnerships with McDowell Technical Community have also been made to host our county Battle of the Books and Creative Connection Conference. However, we still need to explore other avenues of support and services through local businesses and industry in our community; consequently this is a focused practice.

Goals:

- 1- AIG staff and Advisory Committee will seek out additional opportunities for community based partnerships which will enhance the services provided for our gifted students.
- 2- Beginning in the Fall of 2013 research community based opportunities available for our gifted students such as, field trips to local businesses.
- 3- Investigate possible opportunities for high school internships.

Description: Presently, we have an active PAGE Chapter, (Partners for the Advancement of Gifted Education), which is comprised of AIG parents, teachers and AIG Coordinator. We continue to foster this partnership recognizing that they play an important role in supporting our AIG Program and providing a means of advocacy for our AIG Program and students. Monthly PAGE meetings are held to disseminate AIG information, discuss concerns, plan and implement enrichment opportunities such as:

E-3 Day, Creative Connections Conference, Parent Nights, AIG scholarships.

E-3 Day

E-3 Day is a Saturday enrichment opportunity for AIG students in grades 4-8 to experience some high-interest, hands-on classes, sponsored by our PAGE Chapter. Many community members of local businesses are supporters and facilitate sessions for this event. Examples of the types of classes offered are: Comparative Human Anatomy with Forensic Pig Dissection, Rocketry, Crime Scene Investigation, Sew Unique, iMovie Making, Cooking and Baking, Amazing Puzzle Race, Veterinary Science 101, Silver Jewelry Design, 3-D Computer Programming, Introduction to Martial Arts, Making the Headlines, Famous Artist Inspired Decorative Boxes.

(CCC) Creating Connections Conference

Sixth grade AIG students attend the Creating Connections Conference hosted at McDowell Technical Community College. The AIG students begin their day with a keynote speaker and attend five sessions focusing on helping them make the necessary connections to a successful future. Students will engage in educational and fun filled activities which include topics of goal setting, personality traits, learning styles, study habits, time management, college focus and social and emotional issues of AIG students.

8/8/2013

ASU Science Expo

8th and 9th grade AIG students are annually invited to attend the ASU Science Expo on the campus of Appalachian State University. Students experience exciting, hands-on booths representing astronomy, biology, chemistry, geology, health sciences, physics, psychology and much, much more! Students will also get to experience science demo shows, hands-on science learning events, and tours of the ASU research facilities.

Planned Sources of Evidence:

- > PAGE group
- > Flyers for events
- > Invitations to parent nights
- > Agendas

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: McDowell County Schools operates under a local Board of Education approved plan for Academically and/or Intellectually Gifted students. The McDowell County Schools AIG Program completes the development of the local AIG plan every three years. The plan is written in accordance with state legislation, meets the recommended criteria of the State Board of Education and the Department of Public Instruction, and encompasses the six North Carolina AIG Program standards and their practices. The AIG plan is completed according to state established timelines and submitted to DPI for review and comment; therefore, this practice is maintained.

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

Description: McDowell County Schools seeks input from all stakeholders in the writing of the AIG plan. AIG specialists, classroom teachers, administrators, parents and students complete a survey and the results are compiled and shared with the AIG Advisory Committee. The committee then works together to complete the self-assessment from a county-wide perspective, additional assistance is also solicited from the Regional AIG Coordinator's Roundtable in efforts to make appropriate revisions.

Additional input is provided through each step of the writing process with discussion occurring around each AIG standard and practice. Stakeholders are made aware of state legislation and policy by the AIG Coordinator who attends meetings held by the AIG consultant for the Department of Public Instruction.

Periodic updates on the plan process are provided to administrators and other stakeholders. The completed AIG plan is approved by the local Board of Education according to the state's time-line and sent to the Department of Public Instruction for review and comment. The final AIG plan is posted on the McDowell County Schools AIG website and is available for viewing and a written copy can be provided upon request. The AIG plan may be revised before the end of the next plan cycle and major revisions that reflect a change in policy or practice will need to be resubmitted for local Board of Education approval.

Planned Sources of Evidence:

> Local Board of Education minutes

- > County-wide AIG Advisory Committee minutes
- > AIG minutes/agendas of informational meetings
- > Record of attendance of the AIG Advisory Committee
- > McDowell County Schools' AIG Plan and review
- > Survey results

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: The AIG plan for McDowell County Schools adheres to North Carolina's AIG legislation, Article 9B, and the six North Carolina AIG Program Standards adopted by the State Board of Education. The implementation of the local plan is monitored by McDowell County Schools AIG Coordinator. Fidelity checks are done by scheduled meetings with AIG specialists and teachers, internal paperwork review, surveys, and administrative observations. However, there is a need to establish an AIG Advisory Committee with consistent membership representative of our district. We will focus on this practice to ensure a continuous, consistent, and effective evaluation of the local AIG plan goals.

Goals:

1. Develop an AIG Advisory Committee which:
 - A) Is representative of all the schools in the district
 - B) Encompasses AIG specialists, regular education teachers, administrators, support personnel.
 - C) Committed to meeting at least twice a year.

Description: The McDowell County Schools AIG Plan is written based on the state law and the adopted NC AIG Program Standards. All stakeholders are made aware of the AIG Plan and its implementation through scheduled meetings provided by the AIG Coordinator. School principals monitor the AIG plan daily through teacher observation and adhering to the AIG specialist's schedule for working with the identified gifted students. Additional monitoring occurs through school visits and annual internal paperwork reviews by the AIG Coordinator. Monthly scheduled meetings (with agendas) are held for elementary AIG specialists to address concerns and ways to improve gifted services. These meetings are conducted by the AIG Coordinator. The AIG Coordinator holds annual meetings with junior high teachers of AIG students to provide them with updates, address concerns, review paperwork and discuss ways to improve gifted services. Annual meetings with stakeholders are also held throughout the year (AIG Advisory Committee) to provide an avenue for monitoring the AIG plan and supporting the AIG program. The AIG Coordinator provides AIG updates once a month with other district administrators at the monthly curriculum and instruction meetings. Surveys completed by stakeholders allow them to voice suggestions and concerns and in turn provide

additional monitoring information.

Planned Sources of Evidence:

- > Agenda/minutes of AIG Advisory Committee
- > Parent/Teacher/Student surveys
- > Administrative observations
- > Record of AIG folder audits
- > Agendas of meetings with AIG specialists and teachers
- > Survey results

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: The State of North Carolina in Program Report Code 034 allocates funds for gifted education. McDowell County Schools AIG Program has a yearly budget in place to categorize expenditures and facilitate and implement the local AIG plan. The AIG Coordinator receives a finance report each month for review, and the AIG Department in conjunction with the Finance Department work together to ensure state funds allotted for gifted education are used correctly. McDowell County Schools AIG Program closely monitors the use of state funds for the local AIG program according to state policy; therefore, this is maintained practice.

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

Description: The McDowell County Schools AIG Coordinator is primarily responsible for the development and maintenance of the AIG budget. The AIG Program with the assistance of the AIG Advisory Committee prioritize costs and program needs to provide the best alignment possible with the local AIG plan. The AIG Coordinator requests and receives regular updates from the Finance Department about expenditures and balances in each budget category. All of the state funding is needed to carry out this plan effectively.

Planned Sources of Evidence:

- > Disbursement of AIG budget funds.
- > Receipts for materials and curriculum products.
- > Contracts for professional development.

Other Comments:

Practice D

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

students.

This practice is a Focused Practice for 2013-2016.

Rationale: The AIG specialists/teachers grades K-8 review and document student performance growth annually on the "Yearly Performance Review" form that is placed in the individual AIG student file. However, to date no formal tracking of AIG student data by our local LEA or AIG program has been undertaken. We will focus on this practice to develop a systematic procedure for collecting and analyzing AIG data.

Goals:

1. Develop a systematic procedure to gather, analyze, and share AIG student growth and achievement data for the district, including EOG, EOC, PSAT, SAT, AP, ACT, PLAN, and EXPLORE.
2. Use disaggregated data to individual and group AIG student trends to improve program instruction and services.

Description: Student performance growth for AIG students in grades K-8 is maintained and reviewed on an annual basis by the completion of the "Yearly Performance Review" form. This annual review is sent home to parents at the conclusion of each school year.

The Data Coordinator for the district maintains and analyzes drop-out information. The AIG Coordinator cross-references the drop-out data with the high school AIG headcount. The counselors at the high school partner with the AIG Coordinator to help prevent future AIG drop-outs by notifying the coordinator of AIG students who have attendance issues. The AIG Coordinator contacts these AIG students and their parents to try and prevent them from dropping out.

The AIG Coordinator prints an AIG Potential Failure Report at the end of each grading period (for students grades 7-12) that is shared with AIG teachers and counselors. The AIG coordinator, AIG teachers and counselors partner and arrange to meet with these AIG students individually in order to provide intervention plans and support they need to successfully graduate.

Planned Sources of Evidence:

- >Local high school dropout rate report for AIG.
- >Local high school potential failure report.
- >Contact log of AIG students.
- >NC test results, EVVAS growth predictors, and other performance indicators.

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: Monitoring the representation and retention of under-represented populations in McDowell County Schools AIG Program to date has been accomplished through NCWISE. There has been no formal tracking other than the using the NCWISE data and the annual documentation of the individual school AIG Review Team decisions. There is a need to create a systematic procedure for collecting and analyzing this data; therefore, this is a focused practice.

Goals:

1. Create a systematic procedure for the collection and analysis of data for the representation and retention of under-represented populations.

Description: McDowell County Schools AIG Program will continue to monitor AIG students with the new state-wide student information system PowerSchool.

AIG specialists/chairman closely monitors student data that is presented before the school AIG Review Team. The team's decisions are documented on the "Record of Search and Nomination" form which includes gender, ethnicity, achievement data, aptitude data, area of eligibility, and status of a student's individual placement. The "Record of Search and Nomination" form is sent to the AIG Coordinator at the end of the school year.

Collaboration between the AIG specialists and the Exceptional Children's teacher begins during the identification process. Once identified as twice exceptional the collaboration continues to provide insight and instructional strategies to support these students. The AIG specialist/teacher and EC teachers attend the DEP/IDEP meetings and the IEP (Individualized Education Plan) meetings.

Through an annual review process, the AIG specialist/teacher grades K-8, a "Yearly Performance Review" form is completed to carefully examine the data regarding each student's performance and achievement. We closely monitor identified AIG students ever-changing needs and adjust the level and type of service as the data directs. We believe that once students are identified as gifted they continue to be served throughout his/hers educational career in McDowell County Schools following a "once gifted always gifted approach."

Planned Sources of Evidence:

- >AIG Headcount.
- >School's Record of Search and Nomination Forms.
- >DEPs/IDEPs
- >Yearly Performance Review forms

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: The data regarding the credentials of all school personnel is maintained and updated by the McDowell County Schools Personnel Department and shared with the AIG Coordinator upon request. Currently, all of the AIG specialist have AIG state licensure, but not all classroom teachers have state licensure or the local professional development requirements necessary to teach gifted students. Therefore, we will focus on keeping a separate set of files for this purpose, maintained by the AIG Coordinator, which will include all professional development in gifted education completed by district employees, as they seek to meet local professional development AIG requirements.

Goals: 1. Maintain an AIG personnel qualification file for those teachers/AIG specialists serving AIG students.

Description: The Personnel Department of McDowell County Schools maintains current licensure information through the Human Resource Management System. Each teacher hired as an AIG Specialist must either possess current AIG licensure as mandated by the state of North Carolina or be in the process of receiving an add-on certification through an accredited college or university. We are in the process, during the 2013 -2016 plan cycle, of establishing local professional development requirements for teachers who work with gifted students. Once the local professional development requirements are in place, accurate records will need to be kept by the AIG Coordinator in cooperation with the Personnel Department. McDowell County Schools and its AIG Program currently do not have enough funding to facilitate the hiring of AIG specialists at the secondary level. Few of our K-12 classroom teachers, who teach AIG students, have the state AIG licensure. Every effort will be made to provide professional development opportunities in order to support those classroom teachers serving AIG students. AIG students should be placed in classrooms with regular education teachers who hold AIG state licensure or who have completed the local professional development requirements set forth during the 2013-2016 plan cycle, to more effectively serve the gifted students. We would prefer our classroom teachers who serve gifted students obtain gifted licensure through the university pathway; however, this will be up to the individual teacher to pursue.

Planned Sources of Evidence: > Certification/licensure of AIG specialists
> AIG Department documentation
> Renewal CEUs in Gifted Education for AIG specialists/teachers serving AIG students
> List of teachers teaching AIG students

Other Comments:

Practice G

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

improvement.

This practice is a Maintained Practice for 2013-2016.

Rationale: The McDowell County Schools AIG Program has an advisory committee which meets at least twice a year to provide a forum for dialogue regarding the AIG program and reviewing the goals and programs described in the local AIG Program. Consequently, this is a maintained practice.

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

Description: An AIG County Advisory Committee is utilized to aid in the development, implementation and monitoring of the local AIG Program and plan. The McDowell County Schools AIG Advisory Committee is comprised of diverse stakeholders who support the quality and integrity of the program by sharing their expertise and knowledge. The Advisory Committee includes members from administration, teachers, AIG specialists, counseling staff, and parent representatives. Meetings will be held at least twice a year to review the AIG Program and goals.

Planned Sources of Evidence:

- >Advisory meeting agendas.
- >Membership and attendance rosters.
- >Minutes of AIG Advisory meetings.

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Surveys completed by stakeholders, annual conferences with parents, on-going parent/teacher communication, site-based and county-wide AIG meetings and monthly PAGE meetings provide opportunities for feedback concerning the local AIG Program. The myriad of methods which we elicit feedback has proven to be effective and has provided information regarding the effectiveness of the local AIG Program; therefore, this is a maintained practice.

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

Description: Feedback regarding the quality and effectiveness of McDowell County Schools AIG

Program is provided by annual electronic surveys by all stakeholders (administrators, AIG specialists, regular education teachers, AIG students and parents). Survey results are electronically compiled and shared on the McDowell County Schools AIG website.

Parent conferences held annually to complete DEPs/IDEPs and provide parents an avenue for feedback. On-going communication occurs between parents and teachers through multiple avenues such as e-mails, newsletters, and teacher websites.

Regularly scheduled site-based and county-wide AIG meetings offer the occasion for feedback. The AIG Coordinator provides updates at the Leadership Team and the Curriculum and Instruction Team meetings held monthly. Having the opportunity to be on the agenda at these meetings allows for continuous feedback.

Monthly PAGE meetings are held for AIG stakeholders (AIG coordinator, teachers, parents, administrators, and community members) in order to provide a forum to discuss concerns and suggestions regarding the local AIG Program. The feedback we receive from these meetings provide invaluable perspectives which help to guide and continuously improve the local AIG program.

Planned Sources of Evidence:

- > Agendas for meetings.
- > Survey results.
- > DEPs/IDEPs

Other Comments:

Practice I

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

This practice is a Focused Practice for 2013-2016.

Rationale: The AIG Department continually seeks ways to continually improve the McDowell County Schools AIG Program. The review and revision of the local AIG plan in McDowell County is ongoing and comprehensive. Multiple sources of information from all stakeholders are reviewed and used in decision-making and supported by administrators and the local Board of Education. More consistency is needed in meeting with the AIG Advisory Committee throughout the year; therefore, this is a focused practice.

Goals:

1. Hold AIG Advisory Committee meetings at least twice a year.
2. Gather and share testing data collected from EVAAS and the Testing and Accountability Department.

Description: Annual AIG surveys completed by regular education teachers, AIG specialists; administrators, parents and students provide information about the effectiveness of the program. The AIG Coordinator receives additional information about the quality and effectiveness of the AIG Program through discussions held at staff, leadership, PAGE, and Advisory meetings.

The AIG Coordinator receives national and state updates by attending AIG Regional Roundtables, NCACT state conferences, and meetings hosted by the AIG State Consultant for the Department of Public Instruction and shares the information with appropriate stakeholders. The AIG Coordinator reviews pertinent information and discusses changes to the plan with the Assistant Superintendent of Curriculum and Instruction. Recommended changes to the local AIG program or plan are presented to the local Board of Education for action and approval. Upon approval, the plan is shared with all stakeholders.

Planned Sources of Evidence:

- >AIG Advisory Committee meeting agendas/minutes.
- >Survey results.
- >Local Board of Education minutes.
- >Attendance documents from AIG Roundtable, NCACT Conference, and DPI sponsored meetings.

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale: All data from the local AIG Program surveys is public knowledge and is shared with appropriate stakeholders by the AIG Department. This practice has been successful for McDowell County Schools; therefore, this is a maintained practice.

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

Description: The operation of McDowell County Schools AIG Program is transparent to the public. The local AIG plan is posted and updated on the McDowell County Schools AIG webpage and is available in hard copy upon request. The annual AIG survey results are posted on the AIG webpage for all stakeholders to view. The AIG Coordinator and list of site-based specialists along with their contact information is located on the county AIG webpage and located in the AIG brochures. The PAGE president's contact information is also available on the AIG webpage to share any concerns or suggestions regarding the AIG Program.

The AIG Coordinator presents program updates to the local Board of Education, administrators, advisory committee, PAGE, and school faculties and staff.

Planned Sources of Evidence:

- >Brochures.
- >AIG webpage.
- >PAGE minutes.
- >Meeting agenda.
- >AIG presentation.

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: McDowell County Schools adheres to the Family Educational Rights and Privacy Act (FERPA), Article 9B, and Chapter 115C-150.8 (Review of Disagreements of the North Carolina General Statutes. The McDowell County Schools AIG Program has policies, procedures, and practices in place to protect the rights of AIG students; therefore, this is a maintained practice.

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

Description: PROCEDURES TO RESOLVE DISAGREEMENTS

If the parent(s)/guardian(s) do not agree with McDowell County Schools' decision that their child is not identified as AIG (academically or intellectually gifted) or if the AIG service(s) offered are not considered by the parent(s)/guardian(s) to be appropriate, the following procedures will be utilized to resolve disagreements:

1. School Level

A. AIG Review Team Conference

The parent(s)/guardian(s) may request a conference with the AIG Review Team to discuss concerns. The AIG Review Team will review records and gather additional information as needed. A conference will be granted within ten (10) school days of the request. The team will respond to the request in writing within ten (10) school days following the conference.

2. Central Office Level

A. AIG Coordinator

The parent(s)/guardian(s) may appeal the AIG Review Team's decision in writing to the AIG Coordinator within five (5) school days of receiving a response. The AIG Coordinator will review the decision and respond in writing within ten (10) school days of receiving the appeal.

B. Superintendent/Assistant Superintendent

The parent(s)/guardian(s) may appeal the AIG Coordinator's decision in writing to the Superintendent/Assistant Superintendent within five (5) school days of receiving a response. The Superintendent/Assistant Superintendent will review the decision and respond within ten (10) school

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days of receiving the appeal.

3. Board of Education Level

If the disagreement is not resolved after appeals at the school or central office levels, the parent(s)/guardian(s) may appeal in writing to the McDowell County Schools Board of Education within ten (10) school days of receiving the Superintendent/Associate Superintendent's response. The Board of Education will offer a final written decision within thirty (30) days of hearing the appeal.

Planned Sources of Evidence:

- >AIG Plan
- >District website and policies
- >Policy on resolution of disagreements

Other Comments:

Glossary (optional):

AIG Program: Program of instruction for Academically or Intellectually Gifted students

Acceleration: A flexible pacing strategy, which places students at an appropriate instructional level (regardless of age).

Cluster Grouping: A group of AIG students (4-12) is assigned, administratively, to a regular heterogeneous class to facilitate instruction in their areas of need.

Complexity: Use multiple higher level skills; add more variables to study; require multiple sources.

Curriculum Compacting: Assessment of skills prior to teaching and modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material, and to provide time for appropriate enrichment and/or acceleration activities while ensuring mastery of basic skills.

DEP: Differentiated Education Plan; outlines the program services which a student will receive as an AIG student.

Depth: Study a concept in multiple applications; conduct original research; develop a product.

Differentiated Instruction: Modifying the curriculum and instruction according to content, pacing and/or product to meet unique student needs in the classroom.

Dual Enrollment: This option allows students to be enrolled in two levels of schooling at the same time. Students may remain at an appropriate level for the majority of their study and attend an advanced level for a specific course or periods of time.

Enrichment Cluster: AIG or high ability students are grouped together to participate in a lesson or activity. These clusters may serve as nurturing groups for identified/non-identified high ability students K-6.

Flexible Grouping: Students are grouped and/or re-grouped for instruction differentiation. Grade Acceleration: Allows a student to proceed to an advanced grade level in all subject areas to meet the student's ability and performance needs.

IDEP: Individualized Differentiated Education Plan

Learning Contracts: Individual or group agreements, between teacher and student, outlining content to be learned, options for the learner and the time frame for completion.

Problem-Based Learning: PBL is an instructional method that challenges students to "learn to learn," working cooperatively in groups to seek solutions to real world problems. These problems are used to engage students' curiosity and initiate learning the subject matter. PBL prepares students to think critically and analytically, and to find and use appropriate learning resources.

Pull-Out (Resource): Students leave the regular education classroom and work with the AIG teacher. During pull-out the activities extend the regular curriculum and may focus on process skills such as

critical and creative thinking, research skills, and independent or small group investigations.

Resource Support: The AIG Specialist will consult with the regular classroom teacher to provide guidance in grading, instruction, and linkages to interest groups for working within the regular class.

Subject Acceleration: Based on assessment, students who demonstrate above grade level mastery and the ability to bypass specific subjects or skill levels may receive instruction at a higher level and a faster pace with another grade level group of students, while remaining with their peer group for the majority of their instruction.

Subject Grouping: Students are grouped for specific subjects based on their aptitude and/or performance. Grouping may not be limited only to gifted students, but may include other high achievers.

Tiered Assignments: The teacher uses different levels of activities based on the prior knowledge of the students. Students may explore the same content, but at different levels of complexity.

Appendix (optional):

AIG Plan Appendix 2013.doc (*Appendix*)

Board Approval 2013-2016.pdf (*Local Board Approval Document*)

McDowell AIG Forms.zip (*Other Forms*)