

**Graham County Schools**  
**Local Academically or Intellectually Gifted (AIG) Plan**  
**Effective 2010-2013**

**Approved by local Board of Education on:** 15-JUL-10

**LEA Superintendent's Name:** Mr Clark J Carringer

**LEA AIG Contact Name:** Angela Knight

**Submitted to NC Department of Public Instruction on:** JULY 15, 2010, 14:05:44

Graham County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, July 2009). 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 transition to the new AIG Program Standards, every LEA 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 2010-2013. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

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

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

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

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

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

**Sources of funding for local AIG program (as of 2010)**

State Funding	Local Funding	Grant Funding	Other Funding
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\$57261.00

\$0.00

\$0.00

\$0.00

### **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 clear, comprehensive, and equitable 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 2010-2013.**

**Rationale:** Due to the implementation of the 2010-2013 NC AIG Plan, the needs assessment indicated that a revised identification criteria would be necessary. Stakeholders are not clear about the screening and identification process, as evidenced in focus group meetings.

**Goals:** To ensure that stakeholders have more awareness and understanding of a clear, comprehensive and equitable screening, referral and identification process for all grade levels.

**Description:** \*Our AIG Plan is posted on the LEA website

\*All certified teachers and administrators will, at least, annually review the Plan and submit documentation that they have reviewed the Plan.

\*The LEA Plan will be available in hard copy for review in each school office.

\*Presentations to the School Board, parent groups, principals, teachers, and to the community.

\*AIG Survey

\*Input from AIG Committee stakeholders

\*Develop a brochure about the AIG Program

**Planned Sources of Evidence:** Analysis of surveys

Documentation of Plan reviews by teachers and administrators

Documentation of stakeholder input

Agendas, minutes of presentation meetings

Hard copy of Plan is present in each school office

Available on LEA website

Brochure

#### **Other Comments:**

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

### **Standard 1: Student Identification**

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

### **Practice B**

Employs multiple criteria for student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student.

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** The committee feels that the multiple criteria for student identification process of our plan is mostly evident, and will maintain that section of the plan, with some minor changes to the percentile ranges.

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

**Description:** \*A multi-disciplinary team will be utilized to make student identification decisions.

\*Measures and criteria will be utilized that give a comprehensive view of the student, including being sensitive to any economic or cultural issues that may exist.

\*Team will ensure that multiple measures are used, and will not base decisions on specific, stand alone criteria.

\*Multiple criteria measures will be reflective of best practices and current research.

**Planned Sources of Evidence:** \*AIG team meeting notes

\*AIG student individual identification folders

\*LEA AIG plan

\*Survey analysis

### **Other Comments:**

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

### **Standard 1: Student Identification**

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

### **Practice C**

Administers both non-traditional and traditional standardized measures that are based on current theory and research.

**This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** The LEA will explore current measures, both traditional and non-traditional, that are based on best practices and current research to enhance the quality of existing standardized measures used. Stakeholders feel that currently used measures are effective but agree that time is needed to research additional best practices.

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

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

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

**Other Comments:**

**Ideas of Strengthening:** \*LEA staff will attend informational sessions regarding standardized measures to explore new possible instruments and to expand the multiple criteria components of the plan.

\*Collaborate with other LEAs to look at best practices and most informative measures, particularly in non-traditional standardized measures.

### **Standard 1: Student Identification**

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

#### **Practice D**

Initiates screening, referral, and identification procedures that 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 Future Practice (2013-2016) for 2010-2013.**

**Rationale:** The LEA will explore additional screening, referral and identification procedures that respond to traditionally under-represented populations of gifted students. In Graham County, our highest minority population is Native Americans, comprising about 12% of the total ADM. Additionally, we are experiencing a small increase in Hispanic students. We will need to ensure that we are continuing to be sensitive to their needs. We feel that our current staff and selection of instruments are adequate at this point.

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

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

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

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

**Other Comments:**

**Ideas of Strengthening:** \*Graham County Schools will work with community members to build a greater understanding of under-represented populations and will strive to include methods of screening, referral and identification that meaningfully represent these populations. The LEA will need to continue to receive training in this area.

### **Standard 1: Student Identification**

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

### **Practice E**

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

### **This practice is a Focused Practice for 2010-2013.**

**Rationale:** The committee feels that although the implementation of the screening, referral and identification process is consistent that there is much work to be done to make sure all stakeholders have more intense training regarding the procedures and how to implement them in a smooth, consistent manner. In the past, the AIG teacher and the school psychologist were the most knowledgeable about the process. We would like for all certified staff to completely understand the process in an effort to make the implementation more consistent and meaningful for students.

**Goals:** The LEA will ensure consistency and a solid awareness of the AIG program procedures among all stakeholders in the district in the implementation of the screening, referral and identification process for gifted learners.

**Description:** \*Create reader-friendly, easy to understand brochure that outlines AIG program and requirements

\*School-based administrators will more closely monitor consistency of program implementation

\*Educate parents, community members and other stakeholders more about the program

\*Professional development will be conducted regarding the screening, referral and identification process so that all certified staff and administrators will have a common foundation from which to implement the process.

\*AIG records for all students will be uniform in the content requirements.

\*Implementation strategies/directions for screening, referral and identification will be clearly defined on AIG forms

**Planned Sources of Evidence:** \*Training agendas, sign in sheets

\*LEA AIG Plan and forms

\*Individual student AIG folders

\*Committee evaluation information

\*Surveys

\*AIG program brochure

**Other Comments:**

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

### **Standard 1: Student Identification**

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

### **Practice F**

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

### **This practice is a Focused Practice for 2010-2013.**

**Rationale:** All stakeholders do not have a clear understanding of the AIG program, particularly enough to demonstrate knowledge of written policies that safeguard the rights of AIG students and their parents/ families. Existing forms and procedures need continued revision.

**Goals:** To create clear written guidelines that safeguard the rights of AIG students and their parents/families that are user-friendly and easy to understand including informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs and procedures for resolving disagreements.

**Description:** \*Update current forms

\*Develop new forms if necessary

\*Develop an easy to understand brochure about the AIG program

\*Share written policies with parents

\*Add student/ parent rights policies to AIG website

\*Conduct professional development to staff regarding written policies

**Planned Sources of Evidence:** \*Staff training agendas and sign-in sheets

\*Brochure

\*Parent handbook, survey, other communication

\*Written consent placed in each child's AIG folder

\*LEA AIG Plan

### **Other Comments:**

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

### **Standard 1: Student Identification**

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

### **Practice G**

Maintains documentation that explains the identification process and service options for individual

AIG students, which is reviewed annually with parents/families.

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** AIG plans are currently reviewed annually with each AIG student (or prospective candidate) and their parents. Stakeholders feel that better documentation of the process would enhance the program. Additionally, more strategies for parental involvement in the process could be enhanced.

**Goals:** To improve the effort and documentation of efforts to explain the identification process and service options for individual AIG students, which is reviewed annually with parents/families. To increase the level of parental involvement in the process past the initial identification meetings.

**Description:** \*Revise or develop documentation forms to be completed and signed by student, staff and parents

\*To utilize parent focus groups to suggest best practices for increase parental involvement in the program

\*Document service delivery options for students on DEPs or IDEPS

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

**Planned Sources of Evidence:** \*Parent meeting agenda/sign-in sheets

\*LEA AIG plan

\*AIG forms

\*Individual student AIG folders

**Other Comments:**

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

**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) according to identified abilities, readiness, interests, and learning profiles, K-12.

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** The needs of gifted learners are met in the general education setting through differentiation of the NC Standard Course of Study and/ or through direct instruction provided by the AIG teacher. We feel that this can continue to be strengthened.

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

**Description:** \*Professional development and support to general education teachers to assist them with differentiation strategies

\*Joint planning time for general education teacher with AIG teacher to generate instructional lessons/activities

\*Per teacher evaluation, monitoring of differentiation strategies by school-based administrators

**Planned Sources of Evidence:** \*AIG Plan

\*Surveys

\*Professional development documentation- agendas, attendance records

\*Calendars/schedules for joint planning

**Other Comments:** Our LEA has only one AIG teacher to serve all students K-12. We will need to support general education teachers to continue to assist in meeting this standard.

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

## **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 B**

Enriches, extends, and accelerates the curriculum to address a range of ability levels in language arts, math, and other content areas as appropriate.

### **This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** K-2 students are served by differentiation in the classroom with support from the AIG staff. 308 students are served both in the classroom and by the AIG teacher. 9-12 students are served in the regular classroom, primarily through advanced course placement. However, we feel this practice is minimally evident because opportunities for acceleration are not currently available across all core academic areas and grade levels. We will focus intensely on this in 2013-2016

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

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

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

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

**Other Comments:**

**Ideas of Strengthening:** \*Explore acceleration options in all core subjects

\*Train teachers in all core subjects in AIG strategies



\*Explore virtual/online learning options

## **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 C**

Employs diverse and effective instructional practices to address a range of learning needs.

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** Realizing that students with advanced learning needs require an array of diverse and effective instructional practices, we feel that our LEA does a good job meeting this need. However, we need to produce more clear curriculum expectations per grade level and support staff with professional development in order to meet these needs within the classroom and in the AIG classes. Some of the currently used practices may not be as soundly research-based as they could be.

**Goals:** To ensure that AIG students have the opportunity to be taught using research-based diverse and effective instructional practices within the regular classroom as well as in AIG classes.

**Description:** \*Provide professional development in best practices for diverse and effective instructional practices that are scientifically research-based.

\*More closely monitor and evaluate effectiveness of implemented practices

\*Analyze AIG student growth to ensure fidelity and soundness

**Planned Sources of Evidence:** \*Professional development documentation records

\*Monitoring records from school-based administrators

\*AIG student growth on EOG/EVAAS

### **Other Comments:**

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

## **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 D**

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

**This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** Because of the nature of being a small school system, we do not have a large variety of research-based supplemental resources. We are blessed to have significant access to technology. We believe that we need to research this area to come up with the best resources given our limited

budget. This will be a Future Practice but we will be actively searching for the best fit in supplemental resources and perhaps explore optional funding sources.

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

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

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

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

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

**Other Comments:**

**Ideas of Strengthening:** \*Explore funding sources to support supplemental resources

\*Visit or collaborate with other school systems to analyze their research-based resources

\*Provide teachers with information regarding research-based supplemental resources

## **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 E**

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 Future Practice (2013-2016) for 2010-2013.**

**Rationale:** The vastness of this practice will require continued research and additional resources in order to meet compliance to a level that is evident and advantageous for students. Some of these skills will be addressed in the new teacher evaluation instrument and teachers will need continued training to use best practices.

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

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

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

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

**Planned Sources of Evidence:** This section does not need to be completed based on the chosen

category of the practice.

**Other Comments:**

**Ideas of Strengthening:** \*Research best practices in each area

\*Utilize advisory group to research this practice and report steps to take in which to be well-prepared

\*Revise AIG curriculum to meet overall needs of this practice

\*Educate staff about issues and priorities in this practice that students need to be successful

**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 F**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** Knowing that regular education teachers may struggle with differentiating the instruction for AIG students in the regular classroom we realize that we need to supply more focused professional development to additional staff.

**Goals:** To provide direct differentiation professional development aimed at equipping the regular education teacher with the tools and knowledge to differentiate instruction for AIG students.

Provide assistance to enable and encourage regular education teachers to add on licensure in AIG.

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

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

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

If funding is available will send regular education teacher to NCAGT conference with the requirement that they return and share what they learned with other regular education staff.

**Other Comments:**

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

**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 G**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** Supporting the social and emotional needs of AIG students is a priority, as they often have unique needs in this area. Having a small school system (1,250 students total), it is relatively easy to get to know each student on an individual basis. School counselors and administrators know each child by name. Although we can offer individual attention to these students, we will continue to offer education to staff regarding the social/emotional needs of gifted students. We need to intensively look at curricular and instructional practices in the affective domain to make sure they are using best practices and current research.

**Goals:** To develop curriculum and instructional practices that meaningfully address the social and emotional needs of gifted learners.

To educate stakeholders about the unique social and emotional needs of gifted learners.

**Description:** \*Professional development/information sharing regarding this practice and how to integrate that into instructional practices

\*Create lessons/banks of lessons surrounding social and emotional needs

\*Gather resources to make available to stakeholders regarding this issue

**Planned Sources of Evidence:** \*Professional development documentation- agendas, participation log

\*Samples of created lessons

\*Resources available in this area

### **Other Comments:**

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

### **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 H**

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

**This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** We do not currently have a nurturing program for students in K-2. We have provided consultative support and resources previously for students, parents and teachers in K-2. K-2 teachers differentiate the curriculum for advanced learners. Students in 3rd grade are served by the AIG

teacher. In order to fully implement this practice, further research is needed to provide purposeful and intentional strategies.

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

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

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

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

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

**Other Comments:**

**Ideas of Strengthening:** \*Educate K-2 teachers to identify characteristics of gifted learners and differentiation

\*Provide support materials for gifted learners

\*Research best practices and research-based activities for K-2

**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 I**

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 2010-2013.**

**Rationale:** Often teachers think that the AIG program is solely the responsibility of the AIG teacher. In a large percentage of our classrooms, differentiation is done in an exceptional manner. However, there is a significant need to work more closely together with other professional staff to develop and implement differentiated curriculum and instruction. There is a need to provide further education and/or staff development to additional staff as our one AIG teacher for the LEA cannot possibly serve all needs at full capacity.

**Goals:** To ensure collaboration among all staff and the AIG program to promote differentiated instruction to all AIG students in the regular classroom.

**Description:** \*Provide intentional opportunities for joint planning for AIG teacher and other professional staff

\*Provide information/professional development to all staff to assist with development and implementation of AIG program

\*Research opportunities to certify additional staff given limited amount of funds

**Planned Sources of Evidence:** \*Professional development documents- agendas, handouts, participation

\*Teacher schedules, calendars showing joint planning

\*Possibly send general education teacher w/AIG teacher to NCAGT conference, if funding available

**Other Comments:**

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

### **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 J**

Develops and documents a plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG students. The document is reviewed annually to ensure effective programming, a continuum of services, and school transitions.

**This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** Many other aspects of the AIG plan will need to be in effect before aligned this practice. Much staff education is needed to have them to first truly understand gifted learners and the basics of the AIG program. Current documentation exists within the annual review of the DEPs/IDEPs but the process is not thoroughly and intentionally analyzed as much as it should be. Careful planning will have to occur over a long time to clearly articulate this practice.

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

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

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

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

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

**Other Comments:**

**Ideas of Strengthening:** \*Analyze more sources of student growth

\*Involve more team members in the decision making

\*Revise the Annual Plan process and forms

### **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(s) to guide, plan, develop, implement, revise, and monitor the local AIG program.

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** In the past, the AIG Coordinator has not been AIG-licensed. However, beginning in August 2010, the coordination of the AIG program will move to an AIG-licensed administrator. This person is close to retirement (within one year) so the LEA is aware that someone will need to begin the licensure process for the future.

**Goals:** As of August 2010, the LEA will assign the coordination of the AIG program to an AIG-licensed administrator. This person will guide, plan, develop, implement, revise and monitor the local AIG program.

**Description:** \*The LEA will assign the role of LEA AIG Coordinator to an administrator who is currently AIG-licensed, beginning in August 2010. The LEA will rearrange duties of that person so that the AIG program can be effectively monitored. The EC Director, who has coordinated the program in the past, will continue to assist in the implementation of the program until the new coordinator feels comfortable with the process.

**Planned Sources of Evidence:** \*Job descriptions of AIG Coordinator  
\*AIG Coordinator's license

### **Other Comments:**

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

### **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 B**

Ensures that AIG 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 2010-2013.**

**Rationale:** Graham County Schools has only enough funding to employ one AIG teacher. This person does an excellent job of engaging students in tasks that utilize current research and best practices for gifted learners across all domains. With the AIG Coordinator position being reassigned to an AIG-licensed administrator, we are hopeful that the AIG program will receive more focused guidance and that this person can be a more comprehensive resource. Additionally, we are hoping to

involve more general education staff in promoting best practices in their classrooms for gifted learners.

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

**Description:** \*Continue to offer AIG teacher best practices and current research professional development opportunities

\*Offer AIG professional development and possibly add-on licensure to general education teachers

\*Reassign LEA AIG Coordinator to administrator with AIG-licensure

\*Assess effectiveness of current program to identify program needs across domains

\*Integrate AIG Plan with School Improvement Plans

**Planned Sources of Evidence:** \*AIG teacher and other staff professional development records

\*School Improvement Plan meeting records

\*AIG teacher schedule

\*AIG Surveys, program interviews, evaluation

**Other Comments:**

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

### **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 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 2010-2013.**

**Rationale:** All LEA staff should have knowledge of the AIG program and standards and should be able to implement them to improve the quality of instruction to gifted learners. Formerly, as we only employ one AIG teacher, this person has been looked upon as the one person that "handles" the education of gifted learners. Very little ownership takes place within the general education classroom, particularly that which is documented and used to increase student performance. This area is a critical need for our LEA. We must offer intense education and professional development not only to teachers but to school-based administrators whom we depend on to see that the program is fully implemented.

**Goals:** To ensure that all teachers and administrators are knowledgeable of the AIG program and are able to meaningfully assist with the full implementation of the program.

**Description:** \*Provide information to new teachers regarding AIG program and student



characteristics

\*Create professional development plan that ensures that all teachers have basic AIG training and create plan to have all teachers trained "beyond the basics" over the course of the AIG Plan

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

\*Send AIG teacher and at least one general education teacher annually to the state conference or other related conferences

**Planned Sources of Evidence:** \*Agenda from new teacher academy

\*PRC 034 expenditures for workshops

\*Written communications with school-based administrators

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

\*CEU forms from conferences/trainings attended

**Other Comments:**

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

### **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 D**

Places AIG students in 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 Future Practice (2013-2016) for 2010-2013.**

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

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

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

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

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

**Planned Sources of Evidence:** This section does not need to be completed based on the chosen

category of the practice.

**Other Comments:**

**Ideas of Strengthening:** \*Develop a long term AIG professional development plan to include all teachers

\*Pursue grants or additional funding to assist teachers in gaining AIG licensure

**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 E**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** We have offered professional development opportunities for gifted learners, but we see the need for intentional alignment of those trainings with regard to AIG program goals and other district initiatives for increased student performance. We need to have a more clear, focused set of professional development goals that include learners across a vast continuum. We need to continue collaboration efforts among district programs to include components for gifted learners as well. We have much work to do in this category and little funds to make it come to fruition. We will have to take every advantage of available resources as well as make deliberate connections with School Improvement Plans to implement this standard.

**Goals:** To create a professional development plan that incorporates local AIG program goals and other district initiatives to maximize the benefit to gifted and high achieving learners in our system.

**Description:** \*Partner with other LEA programs to offer professional development that addresses unique student needs across a wide range of ability levels, including gifted students.

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

\*Research available resources to provide professional development

\*Research possible funding sources for professional development

**Planned Sources of Evidence:** \*Professional development surveys indicating AIG goals/staff needs  
\*Professional development records  
\*Research attempts to gain information/funding  
\*LEA professional development plan addressing AIG program

**Other Comments:**

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

**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 F**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** Although we make every effort to offer professional development opportunities that are aligned to state and/or national teaching standards, there is much work to do in this area. With the reduction in state professional development funds and no local funding to the AIG program, it will be a challenge to offer such opportunities. However, we believe that it is essential that we tackle this standard now so that teachers are not missing out on high quality professional development, particularly including 21st century skills and content at advanced levels. We will strive to accomplish this goal through working collaboratively with all district programs to offer best practices to our staff.

**Goals:** To align local professional development with state and/or national teaching standards to include 21st century skills and content at advanced levels in order to offer a rigorous AIG program to our students.

**Description:** \*Research best practices

- \*Rely on focus groups and needs assessment to guide professional development choices
- \*Obtain professional development funding or access available resources to maximize options
- \*Use Advisory Group to make recommendations for aligned trainings
- \*Partner with other district initiatives to incorporate training components that include AIG goals

**Planned Sources of Evidence:** \*Professional development records- agendas, sign-in sheets, evaluations  
\*Advisory group or focus group data/input  
\*Financial records for training expenses

**Other Comments:**

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

### **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 G**

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

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** The district's one AIG teacher plans as much as possible with general education teachers. As often is the case, teachers complete trainings and are not required to "share" the information with others. As part of our LEA's comprehensive professional development plan, all staff who attend trainings will be required to share the information with others in the district and document the training before receiving CEUs themselves. Hopefully, school-based administrators will monitor the applications of professional development learning more closely-particularly as it correlates with the new teacher evaluation instrument.

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

**Description:** \*All teachers receiving CEUs for AIG training will have to prove/document their sharing of the training with others and the implementation of that training in some aspect of their own classrooms before credit is given for the training.

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

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

**Planned Sources of Evidence:** \*Teacher schedules

\*AIG Plan goals correlated with School Improvement Plan goals

\*Teacher evaluations

\*Training records for school-based administrators

#### **Other Comments:**

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

### **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 Future Practice (2013-2016) for 2010-2013.**

**Rationale:** The steering committee has chosen to address this practice in the future during the 2013-2016 plan revision. Developing a comprehensive AIG program is the overall goal of the LEA, but much groundwork must be laid before a comprehensive program can be finalized. We have to commit time to making sure that all stakeholders have a solid understanding of the characteristics of giftedness, the policies guiding the implementation of services and the best practices available to offer the students for increased performance.

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

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

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

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

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

### **Other Comments:**

**Ideas of Strengthening:** \*Research current best practices

\*Collaborate with other LEAs who have model programs

\*Intensely provide professional development on giftedness and differentiation strategies

\*Work closely with school-based administrators to ensure their understanding of the program

### **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 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 2010-2013.**

**Rationale:** The LEA will maintain this practice for the 2010-2013 plan. The steering committee feels that the AIG program and services are aligned with each area of identification, goals of the program and the available resources. We will continue to align programs and services and become more intentional in planning for AIG students based on their identification needs.

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

**Description:** \*Focus screening and identification on identified student strengths

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

\*Educate stakeholders on strategies per identification area

**Planned Sources of Evidence:** \*Student folders

\*Service options available

\*AIG plan incorporated into other strategic plans such as School Improvement Plans

**Other Comments:**

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

#### **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 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 Future Practice (2013-2016) for 2010-2013.**

**Rationale:** Linking the AIG program to the total instructional program of the LEA in policy and practice will ensure that meaningful connections and opportunities exist for AIG students. This process will take time to fully implement. First, we must lay a more solid foundation in our LEA where all stakeholders have a clear understanding of the program and we need to ensure that all underlying aspects of the program are aligned. We have chosen to finalize this practice in the 2013-2016 plan.

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

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

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

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

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

**Other Comments:**

**Ideas of Strengthening:** \*Provide crosswalks between the AIG program and other LEA programs

\*Take an intense look at the rigor and challenge of the AIG curriculum

\*Train staff to make meaningful connections between the AIG program and other LEA programs

#### **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 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 Focused Practice for 2010-2013.**

**Rationale:** The needs of gifted learners are best met when all educators work collaborative and are fully informed of service delivery and instruction strategies, state regulations and the goals/ details of the local AIG program and plan. With the implementation of the new AIG standards, it is imperative that the AIG program, in its revised form, be intensely shared with all stakeholders. Students gain more from the program if everyone who works with them are invested and knowledgeable of the details.

**Goals:** To effectively, thoroughly and clearly communicate with teachers, school administrators and support staff about the delivery of differentiated services and instruction for AIG students, regulations related to gifted education and the local AIG program and plan.

**Description:** \*Create AIG brochure

\*AIG teacher and AIG coordinator will meet with grade level teachers and school counselors during planning time on a routine basis to discuss the AIG program, policies and procedures

\*School-based administrators will receive training and will incorporate AIG monitoring into their routine teacher evaluations/walkthroughs

\*AIG teacher and AIG Coordinator will inform staff of any updates, regulations, revisions to the AIG program via various formats: examples- website, emails, meetings, newsletters,etc.

**Planned Sources of Evidence:** \*AIG brochure

\*Sample of newsletters, emails, website entries

\*Minutes from meetings

\*Training documentation- agendas, participation logs

**Other Comments:**

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

#### **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 E**

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

**This practice is a Maintained Practice for 2010-2013.**

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

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

**Description:** \*AIG teacher maintains records for all AIG students K-12

Monitor the process at each grade level

\*Hold transition meetings if necessary to explain delivery of services in more details

\*Discuss transition or continuation of services at annual meeting with parents

\*Work more closely with school counselors to identify AIG students that will transition to their schools

**Planned Sources of Evidence:** \*AIG teacher schedule/calendar

\*Training documentation from meetings with counselors

\*Annual review meeting invitations

\*Student AIG folder

**Other Comments:**

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

#### **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 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 Focused Practice for 2010-2013.**

**Rationale:** Gifted learners have more meaningful opportunities for success when all stakeholders are invested in the program and when the responsibility of implementing the program lies with many rather than one. Often teachers think that the AIG program is solely the responsibility of the AIG teacher. In a large percentage of our classrooms, differentiation is done in an exceptional manner. However, there is a significant need to work more closely together with other professional staff to develop and implement differentiated curriculum and instruction. Particularly with under-represented populations, there is a need to collaborate more. There is a need to provide further education and/or staff development to additional staff as our one AIG teacher for the LEA cannot possibly serve all needs at full capacity. We need more consistency in the collaboration and involvement of these stakeholders.



**Goals:** \*Provide intentional opportunities for joint planning for AIG teacher and other professional staff

\*Provide information/professional development to all staff to assist with development and implementation of AIG program

\*Research opportunities to certify additional staff given limited amount of funds

\*AIG teacher and AIG coordinator be more integrated into the total school environment

**Description:** Notification will be provided to regular education teachers of the AIG students enrolled in their classroom each year.

Meetings with families and instructional staff to develop programs/plans/modifications for students.

The advisory group will meet on a regular basis to discuss and make recommendation for improving the AIG program.

**Planned Sources of Evidence:** \*Professional development documents- agendas, handouts, participation

\*Teacher schedules, calendars showing joint planning

\*Possibly send general education teacher w/AIG teacher to NCAGT conference, if funding available

\*AIG teacher and AIG coordinator documentation of routine meetings with other staff

**Other Comments:**

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

**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 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 2010-2013.**

**Rationale:** Given our small school system, all students have the opportunity to receive individualized attention regarding social and emotional needs. However, we need to make intentional efforts to meaningfully address the social and emotional needs of AIG students. Often people make assumptions that AIG students don't have social and emotional needs when in fact they have needs that are unique and often intense. We need to more deliberately seek to understand their unique needs.

**Goals:** \*To ensure that all stakeholders have sufficient knowledge and understanding of the unique social and emotional needs of gifted learners in order to meaningful assist students in this arena.

**Description:** \*Professional development for stakeholders, particularly school counselors

\*Parent information meetings/ resources regarding this domain

\*Revise student folder forms to reflect that this area has been intentionally monitored

\*AIG Survey to all stakeholders

**Planned Sources of Evidence:** \*Professional development documentation

\*Parent information sessions, meetings, distribution of information samples

\*Student folder form

\*Resource list

**Other Comments:**

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

#### **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 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 Future Practice (2013-2016) for 2010-2013.**

**Rationale:** Students are matched on an individual basis with their service delivery options and if evidence exists, placement options are implemented to meet their individual needs. This practice is more evident in the middle school and high school than elementary school at this time. There is much restructuring in the AIG program going on at this time and the committee will choose to focus on this practice as a Future Practice for the 2013-2016 plan.

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

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

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

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

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

**Other Comments:**

**Ideas of Strengthening:** \*Review and research acceleration models from other LEAs and visit

\*Research and educate staff on best practices for acceleration

#### **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 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 Future Practice (2013-2016) for 2010-2013.**

**Rationale:** Graham County Schools closely monitors students in under-represented populations through a variety of programs, including the AIG program. Being a small system, staff know each child and most of the time, their families, personally. We are currently monitoring screenings and referrals to ensure that there are no barriers due to under-represented issues. We will choose to research further best practices and focus on this practice in the 2013-2016 plan.

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

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

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

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

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

##### **Other Comments:**

**Ideas of Strengthening:** \*Research best practices in the serving under-represented populations

\*Explore and collaborate with other LEAs that have model programs in this area

\*Work closely with the community to stay keenly aware of any changes or potential barriers to serving under-represented populations

#### **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 J**

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

**This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** Given our small school system and the small funding base, we feel that we are offering a fair variety of extra-curricular programs and events that enhance and further develop the needs and interests of AIG students. However, this area will require much planning and research to acquire

needed funding and resources to provide additional opportunities. We have chosen to select this as a Future Practice for the 2013-2016 plan.

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

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

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

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

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

**Other Comments:**

**Ideas of Strengthening:** \*Use advisory group to guide this practice

\*Research grant possibilities to fund activities and events

\*Utilize more available resources

\*Once AIG-licensed Coordinator comes on board in August 2010, utilize this person to provide insight

**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**

Partners and communicates with parents/families and the community to ensure that the most appropriate services for the academic, intellectual, social, and emotional needs of AIG students are provided.

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** Graham County Schools realizes that the strongest opportunities for students exist when meaningful partnerships are formed with a variety of stakeholders, including parents/families and the community. Per our needs assessment, we have discovered that there is much work to do in this area. We do not feel that we are clearly articulating the AIG goals to these groups as well as we could be. We need to make intentional efforts to communicate more often and in a more collaborative way.

**Goals:** The LEA will increase meaningful collaboration efforts with parents/families and the community to ensure that the most appropriate services for the academic, intellectual, social and emotional needs of AIG students are provided.

**Description:** \*Establishment of advisory board, including parent and community representation

\*Identify available resources, including NCAGT and other related organizations

\*Routinely send home information for parents regarding academic, intellectual, social and emotional needs of AIG students

\*Improve communication between schools and stakeholders

\*Increase knowledge of AIG services in the community

**Planned Sources of Evidence:** \*AIG Brochure

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

**Other Comments:**

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

**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 B**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** Overall, most stakeholders do not have sufficient understanding of the AIG Plan, the AIG program or policies that guide the program. We need to take every opportunity to share this with stakeholders in a well-articulated, meaningful way. Per our needs assessment, we have learned that we need to do much more communication with our stakeholders.

**Goals:** To improve the knowledge of the AIG plan, program and policies in the LEA through increased communication and educational opportunities for the stakeholders.

**Description:** \*Share information in a variety of ways about AIG, including the school website, brochure, parent meetings, Board of Education presentations, and parent newsletters

- \*Increase meaningful communication with stakeholders
- \*Establish advisory board

**Planned Sources of Evidence:** \*AIG Brochure

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

**Other Comments:**

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

### **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 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 2010-2013.**

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

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

**Description:** \*Representative parents and community members are currently members of the steering committee and will continue to be a part of the Advisory Group  
\*Ongoing surveys and interviews with representative populations to make sure we are being sensitive to their needs with the program and plan.  
\*Monitor this area with new AIG Coordinator who is AIG-licensed.

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

#### **Other Comments:**

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

### **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 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 2010-2013.**

**Rationale:** The LEA understands that the needs of AIG students are best met when parents/ families and the community can come together to support them. Being a small county, we are accustomed to working collaboratively in many aspects of our school day. In our county, the school is the hub of the community. Though we have very few ESL families, we make every effort to ensure they receive information in their native language routinely, as necessary. Language is not a barrier to information delivery.

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

**Description:** \*The LEA employs staff to either translate information or to serve as a liaison for the school and ESL families.

\*The school website is enabled to provide language translations

**Planned Sources of Evidence:** \*School website with language translation capability

\*LEA-employed ESL liaison

\*AIG Coordinator to monitor this area

**Other Comments:**

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

### **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 E**

Implements initiatives to intentionally involve parents/families and the community in meaningful ways to support gifted education.

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** The LEA invites parents at least annually in to review DEPs/IDEPs and to be a part of student presentations, etc. We would like to increase our parent and community participation to offer better support for our students. Given the small budget and the current economic status, more than ever we need to partner with others to enhance our program.

**Goals:** \*To significantly increase the initiatives offered to involve parents/families and the community in more meaningful ways to support gifted students.

**Description:** \*Establish advisory group

\*Make more attempts to contact parents and invite them to participate in meetings

\*Post more information for parents and the community on the school AIG website

\*Host more activities that encourage increased participation from all stakeholders

\*Send home routine written communication to parents

**Planned Sources of Evidence:** \*Advisory group meeting documentation

\*Contact logs for parent meetings

\*Copies of invitations for meetings or events

\*School website entries

\*Samples of written communication to parents

**Other Comments:**

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

### **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 F**

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 Future Practice (2013-2016) for 2010-2013.**

**Rationale:** We feel that although we are mostly evident in this area, we have much room to expand opportunities. However, given the current economic status and that our county is traditionally one of the highest in unemployment rates in the state, we feel that now is not the right time to actively pursue more involvement with local businesses and industry. We have a satellite campus of a community college in our county, but it is currently struggling to keep the doors open. We will continue to create new partnerships but will actively focus on this in 2013-2016.

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

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

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

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

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

#### **Other Comments:**

**Ideas of Strengthening:** \*Partner with local businesses/industry to provide education opportunities to students

\*Share information about the program with businesses/industry and institutions of higher education

\*Research additional opportunities for collaboration with these groups

\*Invite these stakeholder groups to AIG sponsored events

### **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 policy, which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

**This practice is a Focused Practice for 2010-2013.**

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

**Goals:** Develop a comprehensive, updated K-12 continuum of services for Graham County Schools that is aligned and compliant with North Carolina AIG Standards and most importantly, that utilizes best practices for our AIG students.

**Description:** \*Revise current plan and forms to align with NC AIG Standards

\*Submit Board approved AIG Plan to NCDPI for approval

\*Use the expertise of stakeholder groups to guide development and revisions of the plan

\*Have school-based administrators become more aware and responsible for implementation of the plan

\*Maintain ongoing focus groups to further revise AIG Plan

**Planned Sources of Evidence:** \*Stakeholder and focus group meeting agendas, sign-in sheets

\*Revised LEA Plan and forms

\*Professional development agendas, sign-in sheets, etc. from staff and school-based administrator PD

\*AIG Survey results

**Other Comments:**

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

**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 B**

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

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** AIG program implementation is mandated by state policies and legislation and therefore, is a priority for LEA monitoring. The plan will be more closely monitored by LEA staff and school-based administrators.

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

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

\*Create better means of documentation of implementation of plan.

\*AIG Survey

\*Stakeholders will have routine meetings to discuss AIG plan.

**Planned Sources of Evidence:** \*AIG Survey

\*Professional development agendas, sign-in sheets

\*Stakeholders meeting agendas and minutes

\*Documentation in AIG student folders

**Other Comments:**

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

### **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 C**

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

**This practice is a Maintained Practice for 2010-2013.**

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

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

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

**Planned Sources of Evidence:** \*Payroll records

\*Purchase orders

**Other Comments:**

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

### **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 D**

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

#### **This practice is a Focused Practice for 2010-2013.**

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

**Goals:** To disaggregate AIG student performance and annual drop-out data for AIG students in order to more intentionally use and share this information for program improvement.

**Description:** \*Collect data for AIG students

\*Use EVAAS to monitor individual student performance

\*Exit survey for seniors upon graduation or AIG students who drop-out to gain insight regarding program quality and dropout prevention suggestions

\*School-based administrators in conjunction with AIG staff will know who is AIG, keep up with their student performance and if students should dropout, determine students' rationale for leaving school.

\*Share information with stakeholders and Board of Education at least annually

**Planned Sources of Evidence:** \*EVAAS data on AIG students

\*Dropout data

\*EOG/EOC scores

\*Exit survey

\*Written communications with school-based administrators

#### **Other Comments:**

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

### **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 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 Future Practice (2013-2016) for 2010-2013.**

**Rationale:** We need to intentionally take a look at this standard. At this time, Graham County's largest minority population is Native Americans. We feel at this time, they are screened and identified equitably. Representative members on our stakeholder team are Native Americans. Other populations such as economically disadvantaged, ELL, highly gifted and twice-exceptional are equitably screened and identified as well. We feel that we could spend time researching best practices and improve our current strategies in this category.

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

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

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

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

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

**Other Comments:**

**Ideas of Strengthening:** \*We need to provide professional development to staff and administrators on understanding the needs and recognizing characteristics of all AIG students, particularly those from the above under-represented categories.

\*Explore best practices and current research in this area.

**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 F**

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

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** The AIG Coordinator and Human Resource Director monitors the licensure of AIG personnel. We would hope that in the future we can support additional regular education staff to seek add-on licensure in the area of Gifted.

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

**Description:** \*Maintain current HQ licensure for AIG teacher

\*Comply with NC licensure guidelines

\*Offer professional development for teachers regarding AIG practices.

**Planned Sources of Evidence:** \*Licensure of AIG teacher

\*AIG teacher schedule

\*Licensure reports

\*Professional development records regarding AIG

**Other Comments:**

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

**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 G**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** Although stakeholder group has been established, the LEA needs a true AIG advisory group to review the program and make suggestions for program improvement. The group needs to meet routinely.

**Goals:** To form an advisory group for the AIG program that reviews, revises and shares information with their respective audiences to increase the overall effectiveness of the program.

**Description:** \*Form initial advisory group

\*Set routine meeting times with designated purposes of each meeting

\*Share AIG advisory group results/recommendations with stakeholders

\*Use advisory group information to guide continued revision of AIG plan

**Planned Sources of Evidence:** \*List of advisory group names by designation

\*Agenda, minutes and sign-in sheets from meetings

\*Summary of information shared with stakeholders

**Other Comments:**

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

**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 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 2010-2013.**

**Rationale:** Graham County Schools elicits feedback from the above groups but needs to make more intentional efforts to document the responses and use them for program improvement. Hopefully, the establishment of a true advisory group will help us to focus on the kinds of feedback needed for program improvement.

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

**Description:** \*AIG Survey to all stakeholders

\*Inform stakeholders, including the Board of Education, of the results of the feedback

\*Integrate the results of the feedback with the continued revision of the LEA AIG Plan

\*Form the Advisory Group to help monitor feedback and help us to focus on the kinds of feedback necessary for program improvement.

**Planned Sources of Evidence:** \*Data from AIG Surveys, interviews, stakeholder meetings

\*LEA AIG Plan

\*Data gathered from students, staff and parents at the time of individual student meetings

**Other Comments:**

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

### **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 I**

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

**This practice is a Maintained Practice for 2010-2013.**

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

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

**Description:** \*Conduct continued AIG surveys, interviews, and focus group meetings to get current feedback

\*Continue the stakeholder discussions and add AIG Advisory group

\*Use guidance provided from DPI and the AIG Plan and revise as needed

\*Make better efforts to document all data involved with AIG Plan

\*Routinely discuss aspects of the plan with school-based administrators to keep them aware of AIG program

**Planned Sources of Evidence:** \*Data from surveys, interviews, group meetings, Advisory group input

\*Agendas, minutes and attendance records for above meetings

\*Professional development records

\*Documentation in student AIG records

\*LEA AIG Plan and future revisions

**Other Comments:**

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

### **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 J**

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

**This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** Although the AIG plan is discussed with the public, through stakeholders meetings and Board of Education meetings, the LEA needs to create a more articulate way to share the evaluation information with the public.

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

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

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

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

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

**Other Comments:**

**Ideas of Strengthening:** \*Post an Annual Report on the school AIG website

\*Create an Annual Report booklet to be distributed at meetings or to be sent home with students

\*Work with newly formed advisory group to generate ideas for public awareness.

### **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 K**

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

### **This practice is a Focused Practice for 2010-2013.**

**Rationale:** The former AIG plan discussed rights for AIG students, however, the rights need to be more clearly defined so that they are easily understood and procedures are easy to follow. The rights of AIG students need to be more prominently understood by staff as well as by parents.

**Goals:** To clearly define the rights of AIG students, through written policies, information sessions and program evaluation to protect AIG students' rights in our system.

**Description:** \*Create revised easily understood student rights section in AIG Plan

\*Inform staff of student rights through professional development

\*Inform parents and students of rights through better communication and emphasis

\*Revise evaluation of program to include section on student rights

\*Receive feedback from students and parents/families regarding implementation of student rights

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

\*Professional development records for staff

\*Parent/student meetings records

\*AIG evaluation - survey, interview records, etc.

### **Other Comments:**

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

### **Glossary (optional):**

### **Appendix (optional):**

2010-2013 AIG Plan-Graham County Schools.doc (*Appendix*)

School\_Board\_Signature\_Page.doc (*Local Board Approval Document*)