

Overview: Mission/Vision Statement and Funding

Graham County Schools (380) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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Graham County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor 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 aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

For 2022-2025, the Graham County Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

The mission of Graham County Schools 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 Program 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.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 90,849.03	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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Standard 1: Student Identification

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

*** Practice A**

Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities for every student to show their strengths and talents.

According to the National Association for Gifted Children, "Children are gifted when their ability is significantly above the norm for their age. Giftedness may manifest in one or more domains such as: intellectual, creative, artistic, leadership, or in a specific academic field such as language arts, mathematics or science" (<http://nagc.org/resources-publications/resources/what-giftedness>). Graham County Schools seeks to identify and serve AIG students from all student populations and grade levels through a comprehensive screening and referral process. The following indicators are used for placement purposes: student achievement, student aptitude, student performance, and observations of student behaviors. In considering a student's giftedness, Graham County Schools identifies students who perform by showing high achievement in academics; students who have the potential to perform but may not have developed or actualized their potential; and students who exhibit high levels of accomplishment as determined by quantitative and/or qualitative measures that represent above average achievement.

Screening Process:

Screening for AIG eligible students is an ongoing process. Students in Kindergarten through Grade 3 are observed for potential giftedness through teacher observations and/or standardized reading and math assessments. Students deemed to show the potential to be gifted will receive differentiated services and curriculum enrichment through the AIG specialist.

Students served in Kindergarten through Grade 3 in these differentiated groups will be flexible and can lead to formal AIG identification.

Graham County Schools conducts blanket screenings each year for students in Grade 3 using the Naglieri Nonverbal Ability Test (NNAT) to establish a pool of students for possible formal AIG identification. This screening takes place during the Spring Semester of the second grade year. Students scoring at a level of 90% or higher on the NNAT in the third grade will be evaluated on further criteria to determine eligibility for AIG services. Student achievement data is compiled by the school counselors at the end of each school year. Data from class grades and achievement tests will also be screened to see if more students in Grade 3 through Grade 8 are eligible for AIG services based on achievement data. Data for students in Grade 9 through Grade 12 will be screened at the end of each semester for students who could possibly qualify for AIG services.

Referral Process:

Student referrals for inclusion into the AIG program may be made by any of the following:

1. AIG Specialist/AIG Coordinator
2. Teachers
3. School administrators
4. Other school staff
5. Parents/guardian of the student

Referrals may be made at any time for any student in any grade. Forms for referral into the program are available at each school and on the Graham County Schools website.

The following steps will be used in in the referral process:

1. Referrals forms are to be turned in to the office of the school the child attends and the school office will deliver the referral to the AIG Coordinator or AIG Specialist.

2. Once the referral form is received, the AIG Specialist will begin collecting relevant data on the student and the referral process will proceed. If any additional student testing is required, it will be conducted at this time.
3. Once collected, student referral data is reviewed by an AIG placement committee made up of the AIG Specialist, the AIG Coordinator, a School Administrator, a Grade Level/Subject Area Teacher, a School Counselor, and/or a School Psychologist.
4. This committee will determine AIG eligibility for the student.
5. The parent(s) of the child will be notified of the decision of the committee.
6. If the student does not qualify at this time, they may be placed on a watch list and could be placed if more evidence becomes available at a later time.

*** Practice B**

Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

Graham County Schools will consider evidence from multiple indicators to determine placement into the AIG program. These indicators include: student achievement, student aptitude, student performance, and observations of student behaviors.

Intentional Talent Development (K - 3)

Students will not be formally identified as gifted in grades K - 3. Students who show the potential to be gifted will receive differentiated services in intentional talent development groups. Students will be selected to participate in these differentiated talent development groups based upon teacher observations and student achievement.

Student achievement - assessed through mClass and state math assessments. Students who are two grade levels ahead on the mClass assessment or who score significantly higher than their peers on state math assessments will be included in talent development groups to receive differentiation.

Teacher observations - teachers may make recommendations for students to be included in a talent development group based upon observations of student behavior. Teachers will be asked to complete a Gifted Rating Scale and provide other evidence for their recommendations. Student grouping for talent development groups will be flexible and may change throughout the school year, based upon student performance and observations by the AIG Specialist and classroom teacher.

Formal Identification (K-3)

If a student in grades K-3 shows repeated evidence of potential giftedness, they may be considered for formal placement into the AIG Program.

This process will begin with a referral to the AIG program. Evidence will be collected by the AIG Specialist. These evidences may include:

- Teacher observations - Gifted Rating Scale, etc.
- AIG Specialist observations
- Aptitude testing -score of 93rd percentile or greater on NNAT3 or similar student aptitude test
- Student achievement - repeated evidence of scoring significantly above grade level over the course of two or more benchmarking period in reading or math
- Student portfolio demonstrating academic or intellectual giftedness

After evidence is collected, a decision on student placement will be determined by an AIG placement committee made up of the AIG Specialist, the AIG Coordinator, a School Administrator, a Grade Level/Subject Area Teacher, a School Counselor, and/or a School Psychologist.

Formal Identification (Grade 4 -12)

Students are formally identified for participation in AIG services in Grades 4 -12. The following indicators are used in the identification process:

- Student achievement - assessed through standardized test scores such as the North Carolina End-of-Grade/End-of-Course exams (or their replacements should these be replaced). Other achievement tests may also reflect student achievement. Students should score a minimum of the 90th percentile on an achievement test.

- Student aptitude - assessed through the administration of an aptitude test. Graham County Schools will administer the The Naglieri Non-Verbal Ability Test (NNAT) to all third grade students as a screening tool. Students referred to the program after the initial third grade screening will be given the NNAT or the Cognitive Abilities Test (CogAT) to assess student aptitude. Other acceptable aptitude tests include but are not limited to: Otis-Lennon School Ability Test (OLSAT) and Wechsler Intelligence Scale for Children (WISC). Students should score in the 93rd percentile or higher on an aptitude test.
- Student performance - student mastery of content may be assessed through class grades, student work samples, or through portfolios. Students should obtain a grade of 93 or higher in an academic subject area or student work samples or portfolios should be rated as exemplary.
- Observations of student behavior - assessed through Gifted Rating Scales. Gifted Rating Scales are completed by teachers in order to determine how they rank in six distinct areas compared with peers of the same age. Two scores of 60 or greater are required, one of which must be in the area of academic or intellectual. (Gifted rating scales are subjective. These cannot be independently used to deny a student placement in the AIG program, but may help them qualify.) Based upon these indicators, a student may qualify for AIG services as Academically Gifted, Intellectually Gifted, or Academically and Intellectually Gifted.

Students must meet the following criteria to qualify as **Intellectually Gifted**:

- NNAT (or other student aptitude test) score of 93rd percentile or greater AND Gifted Rating Scale scores of 60 or greater in two areas, one of which must be in the area of intellectual.

Students must meet the following criteria to qualify as **Academically Gifted in math or reading**:

- NNAT (or other student aptitude test) score of 93rd percentile or greater AND one of the following:
- Minimum grade of a 93 in at least one academic subject area **OR**
- Minimum of 90th percentile on an achievement assessment (EOG,EOC) **OR**
- Gifted Rating Scale scores of 60 or greater in two areas, one of which must be in the area of academic or intellectual.

Students who qualify as Academically Gifted in math and reading will be classified as Academically Gifted.

Students will be identified in the following areas for the purpose of student headcount:

- Academically Gifted in Reading (AR)
- Academically Gifted in Math (AM)
- Academically Gifted (AG)
- Intellectually Gifted (IG)

Students who qualify as both Academically Gifted and Intellectually Gifted will be identified as Academically and Intellectually Gifted (AIG).



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*** Practice C**

Ensures AIG screening, referral, and identification procedures respond to 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.

Graham County Schools strives to meet the needs of all students and has made every effort to develop a plan to provide multiple pathways for identification that are equitable to all students across all demographics. The blanket screening administered to third grade each year will provide a fair assessment for all students. Graham County Schools has decided to use the Naglieri Nonverbal Ability Test (NNAT) in an effort to capture a wider pool of students and to better identify students from under-represented populations. The NNAT is considered culturally neutral as it contains minimal use of language and directions. This test does not require reading, writing, or speaking. Graham County Schools believes this test allows all students, including English-language learners, students who primarily excel in nonverbal skills, and students from under-represented populations, to demonstrate their abilities. Graham County Schools also recognizes several different paths for students to qualify for the AIG program. The use of multiple paths for identification provides opportunities for students from all populations to receive services through the AIG program.

In Graham County Schools, Native American students represent the largest minority population (17%) of students. The Eastern Band of Cherokee Indians (EBCI) has been able to provide education counselors and structured resources in Graham County Schools. The AIG Coordinator will work with the Indian Education Program Manager to ensure that those working directly with our Native American students are aware of the identification process. The ESL staff and intervention

staff will also be involved in professional development that highlights the characteristics of gifted students. This professional development will outline the procedures for identification and referral of students that these staff serve. Every effort will be made to identify students from all backgrounds, ethnicities, and economic classes.

*** Practice D**

Monitors the screening, referral, and identification processes for consistent implementation across the LEA.

Graham County Schools will screen third grade students annually using an aptitude test to provide a pool of students to be evaluated for placement into the AIG program. Students who score in the 93rd percentile or greater will be further evaluated for placement into the program. Students may also be referred to the AIG program for consideration of placement in one of the following ways:

- Referral from a teacher, parent, administrator, counselor, or other appropriate school personnel
- Grades 3-12 EOG/EOC test scores

Transfer students whose records document eligibility for placement in a gifted program in another school system will be considered for placement in the AIG program. Additional testing may be required. If no official records are available, the full referral process will be followed. Teachers who complete a referral form will document certain criteria, such as an increased reading level, high math performance, and acceleration in academic and intellectual ability. Parents may also refer their child for testing. If a parent request is made, the student will be tested during an appropriate testing window. Student EOG scores are screened each year for scores in the 90th percentile or greater. EOC scores will be screened semi-annually.

The fact that there is only one elementary school, one middle school, and one high school in the district, as well as only one AIG Specialist, makes the consistent implementation of screening, referral, and identification processes more manageable across the entire district.

*** Practice E**

Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/

families, students, and the community-at-large

Graham County Schools provides information relating to the procedures for screening, referring, and identifying AIG students at all grade levels through several avenues.

Information is provided to school personnel, parents/guardians, students, and the community-at-large in the following ways:

- The 2019-2022 AIG Plan is found on the Graham County Schools AIG website. The plan is available in both English and Spanish.
- All relevant referral material and sample forms are available on the county AIG website.
- A Frequently Asked Questions (FAQ) section will be added to the Graham County Schools AIG website.
- Graham County Schools provides an AIG handbook on the county AIG website that details the program. Printed copies of this handbook are also available to parents, teachers and staff, students, and other stakeholders.
- The AIG Specialist and AIG Coordinator provide professional development for school staff and school administrators to describe the characteristics of gifted children and outline the procedures used to screen, refer, and identify students who are gifted.
- Information about the AIG program will be provided for parents and families at orientation for each school at the beginning of the school year.
- The AIG Specialist has reference material available that include the process for referral, relevant forms, checklists, permission for testing forms, and other necessary information.
- Students in third grade and their families will be provided information about the AIG program and the identification process prior to the time they are screened.

*** Practice F**

Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

The AIG Program at Graham County Schools maintains individual student folders for each referred student. These folders contain documentation related to the identification process for each student. These folders may contain the following: initial screening data or an initial referral form; consent forms; achievement data from standardized testing; aptitude testing

results; teacher observation data; and supporting documents and evidence from teachers, parents, and the student. These folders are kept by the AIG Specialist. Once a placement decision is made by the AIG Committee, parents/guardians will be invited in for a meeting to review the contents of the folder and to make a final decision concerning the placement of their child into the program. Parents/guardians of AIG students will be invited to a parent meeting/orientation annually to share information about AIG placement and services.

*** Ideas for Strengthening the Standard**

- Access to referral forms and information about the identification, screening, program and Rights of Gifted students available on the Graham County Schools webpage
- Development of a FAQ section to the AIG link on the webpage
- Staff Development for all staff on characteristics of gifted children, screening, referral, and identification procedures
- Work with the Indian Education Coordinator to address the Native American Population and work to help identify students in this minority group
- Improving communication access between AIG, EC, Indian Education, ESL, and Intervention staff
- Identify ways to ensure that the screening and identification process in our district addresses socioeconomic barriers for low-income students

Planned Sources of Evidence

* Professional development logs, agendas, and presentation materials from staff development sections
* AIG handbook on district website
* AIG plan on district and school websites and AIG link
* Student folders

Documents

Type	Document Template	Document/Link
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AIG Standard 1 Additional Resources

N/A

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

The LEA provides a K-12 AIG program with an array of services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services will develop students' strengths through intentional learning experiences in various domains that are not dependent on the students' demographic background or economic means.

*** Practice A**

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

K-3

Students deemed as "high fliers" are included in an intentional talent development program where they receive differentiated instruction and skill development opportunities. Students who consistently demonstrate increased levels of achievement and learning may be formally identified as AIG. These students will work with the AIG Specialist at least weekly on enrichment activities beyond their core instruction as well as receiving differentiated instruction in their classrooms.

4-5

AIG students in grades 4 - 5 take part in a pull-out class with our AIG specialist. The AIG Specialist also comes into regular education classes to team teach lessons with regular education teachers.

Middle School

Middle School AIG students at the middle school level are offered advanced classes for English Language Arts and Math, and are also offered the opportunity to take a high school credit class in World History and possibly Math 1. The middle school is also developing STEM classes which will be an option for AIG students. The AIG Specialist, School Counselor and/or Principal meet with parents of middle school AIG students to explain how the curriculum is differentiated through these more rigorous courses.

High School

High School High School students have access to Honors/AP courses, college courses through Career and College Promise program, and many higher level courses available through NCVPS (North Carolina Virtual Public Schools). AIG students are also invited to take an AIG Special Topics class. In this class students choose between two or three topics to complete before the end of the semester, allowing the gifted mind to learn from a student centered curriculum.



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*** Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel based on student needs.

Graham County Schools is a small school system with three schools on two campuses. Because of the small size, communication between the schools, building administrators, counselors, social workers, SRO officers, district administration, and teachers occurs almost daily. The AIG Specialist has access to meet with or talk to any of these as needs arise. It is the intent of Graham County Schools to provide a nurturing environment where social and emotional needs of all students are met along with their intellectual and academic needs. The dynamics of being in a small system are often advantageous for collaboration among staff and faculty. In staff development sessions through the school year, AIG staff will work to educate other staff about characteristics and misconceptions of what giftedness looks like in students and will specifically address the social and emotional needs of gifted students. Topics addressed will include: the need to fit in, perfectionism, underachievement, and socialization. Graham County Schools also provides many avenues to address the social and emotional needs of all students including AIG students. Robbinsville High School offers many clubs, sports, and organizations that allow all students the opportunity to be involved in some extracurricular activities that meet their social

and emotional needs. AIG students at the high school can elect to participate in an AIG Special Topics class. This class offers a social and emotional network for those enrolled. Deliberate conversations about emotional and social topics are part of this class. AIG students in all three schools are made aware of various individuals and programs that are there for their support.

*** Practice C**

Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.

Differentiation within the classroom is a priority within Graham County Schools. The curriculum in Graham County Schools is enriched, extended, and accelerated to address a range of ability levels in language arts, math, and history, and science as appropriate. With the limited resources and personnel, the enrichment, extension, and acceleration of content delivered through the AIG Specialist happens primarily at the elementary level during the time in the schedule for each grade level pull-out groups and when team teaching with regular classroom teachers. Realizing that AIG learners need differentiation consistently throughout the day, the regular education teachers supply appropriate differentiation of the curriculum during the regular class schedule of AIG students. Regular Education teachers at all three schools differentiate instruction by understanding that quality supersedes quantity. Classroom teachers know their students strengths and weaknesses and will offer differentiation of classroom instruction based on needs and interests of students. Many teachers at the elementary and middle school level use the thematic approach to instruction, asking higher level questions to prompt discussion and scaffold student learning in small group settings. AIG identified students are provided support as they enter high school. The AIG Specialist and High School Counselor meet with each student and parent to review the student DEP and decide upon an appropriate pathway. This plan is reviewed annually with students and parents. Students are encouraged to take any advanced courses that are available. Parents and students are also made aware of the district's Credit by Demonstrated Mastery (CDM) plan that could possibly allow students to receive credit for some courses and provide opportunities to take more advanced courses. The high school also provides students more course opportunities through North Carolina Virtual Public Schools and through dual enrollment with the local community college to meet their interests and needs. Teachers have been provided staff development on rigor, depth, complexity of instruction and teaching methods. Every effort is made to continue to develop the skills of teachers through PLC meetings, peer coaching, and additional professional development. Teachers of AIG students meet with the AIG Specialist to analyze student progress regularly.

*** Practice D**

Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other

students with advanced learning needs.

Due to the fact that Graham County Schools is a small system with limited personnel resources, AIG students spend most of their time in regular classrooms where the teacher must differentiate the curriculum. Every effort is made to provide teachers with instructional resource materials to help meet the needs of students since general education has an integral responsibility to differentiate curriculum appropriately for identified AIG students. The AIG program supports classroom teachers and shares resources as appropriate.

*** Practice E**

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.

Graham County Schools is a small system with one elementary, one middle school, and one high school that enrolls around 1150 students PK – 12. Because of the small population, communication between the regular education teachers, instructional staff, and administrators occurs almost daily. The AIG specialist is available to assist teachers with ideas and resources to differentiate curriculum and plan activities to challenge students. The AIG Specialist and AIG Coordinator meet with teachers across the district periodically during their grade or department PLCs. Beginning with the 2019-2020 school year, teachers will have more professional days built into the school calendar. These days will promote the education of teachers on school issues. Initially, the AIG Specialist will develop and teach sessions focusing on identification of AIG students, the identification process, differentiation in the classroom, addressing the emotional and behavioral needs of an AIG, and strategies to challenge the gifted mind.

*** Practice F**

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

Due to the small size and limited resources in Graham County Schools, the one AIG Specialist for the system serves all three schools to an extent, but is primarily housed on the elementary school campus. This AIG specialist is responsible for maintaining all AIG student records and folders. The AIG Specialist is familiar with the staff at each school and works with them when questions or issues arise. The AIG Specialist checks in with teachers of AIG students to monitor progress and also meets regularly with teachers who are AIG certified. The AIG Coordinator meets with school principals and district administrators in monthly leadership meetings. These meetings allow for communication at the district level and also between schools at the building level administration level. The AIG specialist serves both the elementary and middle

schools within the district. This aids in the transition of students between the two. The middle school is located on the same campus as the high school. The AIG Specialist is available most evenings to answer any questions that the middle school and high school teachers and administration may have. The AIG Specialist is in the building frequently checking on students at these two schools. To ensure that communication avenues exist, the following procedures are in place in Graham County Schools:

- Every teacher has access to a copy of the gifted plan.
- Staff members are introduced to AIG procedures at the beginning of the year during faculty opening session(s).
- An AIG information brochure is available for staff, parents, and students upon request.
- The AIG specialist is available for teacher conferences or meetings by request at each of the schools being served.

*** Practice G**

Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.

Policies are in place for early entrance into Kindergarten. Graham County Schools follow the NC State Board of Education policy manual for guidance (Policy ID Number: GCSJ-001). These procedures may be used on rare occasions when a body of evidence indicates the student is academically/intellectually and socially ready for early school entrance.

At the elementary school level, AIG students are grouped by grade level and receive curriculum enrichment through the AIG specialist. Grade advancement can be considered for students who require a far more rigorous curriculum than can be provided in their current setting. The principal of the school will have the final decision on any student placements.

Middle-school AIG students may be placed in advanced sections of their core math and reading classes. These advanced sections provide more rigorous content and allow for study of topics beyond the regular curriculum. AIG students in the eighth grade have access to some high school credit courses: World History and NC Math 1.

High school students have many avenues for differentiated instruction. Students may take advantage of classes not offered at the high school or advanced classes through the North Carolina Virtual Public School. Credit by Demonstrated Mastery (CDM) is available for high school subjects. Students have a variety of options for gaining college credits while still in high school through AP classes and dual enrollment with Tri-County Community College through the Career and College

Promise program beginning in the 9th grade. Students may also pursue certification programs in CTE classes offered at the high school.

*** Practice H**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

Graham County is a small rural district with limited staff and resources. Despite the limitations these circumstances sometimes cause, Graham County Schools seeks to promote excellence and equity in education by broadening access to advanced learning opportunities in a variety of ways.

At the elementary school level, students in grades K-3 who demonstrate the potential for giftedness are served through intentional talent development groups. Students in grades 4 and 5 who show potential for increased learning may be placed in advanced sections of their core math and reading classes. Students may also participate in a variety of learning activities and classes that are provided during after-school hours provided through the 21st Century Community Learning Centers program.

Middle-school students may be placed in advanced sections of their core math and reading classes. These advanced sections provide more rigorous content and allow for study of topics beyond the regular curriculum. Students in the eighth grade have access to some high school credit courses: World History and NC Math 1. These class offerings allow students the opportunity to complete some required high school classes so that once they are in high school, they have more freedom to explore classes and subjects that interest them. Students in middle school may also participate in a variety of learning activities and classes that are provided during after-school hours provided through the 21st Century Community Learning Centers program.

High school students have many avenues for differentiated instruction to broaden their learning opportunities. Students may take advantage of classes not offered at the high school or advanced classes through the North Carolina Virtual Public School. Credit by Demonstrated Mastery (CDM) is available for high school subjects. Students have a variety of options for gaining college credits while still in high school through AP classes and dual enrollment with Tri-County Community College through the Career and College Promise program beginning in the 9th grade. Students may also pursue certification programs in CTE classes offered at the high school. High school students also can take advantage of college

readiness activities provided by the GEARUP program. They may also choose to participate in a variety of learning activities and classes that are provided during after-school hours provided through the 21st Century Community Learning Centers program.

*** Practice I**
Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.

The LEA provides multiple opportunities for AIG students to be involved in extracurricular programs that match their cognitive, academic, social, and emotional needs. The AIG Specialist encourages students to participate in extracurricular activities and events. These activities include:

- 21st Century Community Learning Centers after-school program
- JAM - Stecoah Valley Center based music program teaching traditional Appalachian instruments and music.
- Robotics Club
- Battle of the Books
- STEM-E Club (middle school)
- ESTEAM conferences
- STAC (middle and high school)
- Sci-Girls
- Charleston Math Meet (middle and high school)
- Western Carolina University High School Math Contest (middle and high school)
- GCS Annual Science Night
- National History Day competition
- Governor's School
- Spanish Club
- Student Council
- Project Discovery
- GEAR UP college access visits
- Athletics (middle and high school)

*** Ideas for Strengthening the Standard**

- Continue to work on strategies to better meet the needs AIG of students in K-3
- Continue to help teachers with differentiation strategies
- Work to develop strategies that support the needs of under-represented populations
- Look at offering more high school courses in middle school

Planned Sources of Evidence

- * AIG student DEPs
- * Student and staff AIG surveys
- * Professional development agendas

Documents		
Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	

Standard 3: Differentiated Curriculum and Instruction

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Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

The NC Standard Course of Study (K-12) is adapted to meet the needs of a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through differentiation, enrichment, extension, and acceleration. Every effort is made to differentiate instruction in the K-12 curriculum. Graham County Schools educational framework includes emphasis on Evidence of Planning, Rigor, Instructional Shifts, Math, 21st Century Skills and Evidence of Differentiation.

The differentiation strategies will include enrichment, extension, and content acceleration. Students in grades K-6 will receive differentiation through pull-out services with the AIG Specialist and through enrichment and differentiation to the regular curriculum within the regular classroom setting. Middle school and high school students receive differentiation through advanced course offerings and placement in advanced sections of subjects. Staff has been provided professional development and will continue to receive training on differentiated instruction for students in the classroom. Teachers are aware of rigor and scaffolding to help meet the needs of all students. District and school level administrators do walk-through visits periodically in each school. Differentiation is one of the district goals being evaluated on these walk-throughs. Graham County has a district framework for education that includes expectations for differentiated instruction. Principals have been provided professional development related to differentiated instruction and have the skills needed to be a viable instructional leader to help teachers.

*** Practice B**

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

Graham County School makes efforts to offer diverse and effective instructional practices to address a wide range of learning needs. The curriculum is enriched, extended, and accelerated to address a range of ability levels in language arts, math, and history, and science as appropriate. Extension of Curriculum for AIG learners include:

-Elementary:

- curriculum differentiation in the regular classroom
- curriculum enrichment and extension with the AIG teacher

-Middle school:

- provide advanced sections of core classes
- high school credit class offerings

-High school:

- provide college credit classes through dual enrollment
- AP classes
- NCVPS classes
- Credit by Demonstrated Mastery options

*** Practice C**

Incorporates a variety of evidence-based resources that enhance student learning.

AIG students spend most of their time in regular classrooms where the teacher must differentiate the curriculum. Every effort is made to provide teachers with instructional resource materials to help meet the needs of students since general

education has an integral responsibility to differentiate curriculum appropriately for identified AIG students. The AIG program supports classroom teachers and shares resources as appropriate. Resources include, but are not limited to:

Instructional Resources:

- NCVPS
- NCSSM
- Google Classroom
- Discovery Education
- Study Island
- Moby Max
- Brain Pop
- Prodigy
- Edmodo
- IXL
- SchoolNet
- Khan Academy
- The Comprehension Toolkit
- APEX Learning
- Science Olympiad
- LEGO Robotics
- STAC
- STEM-E
- Science Night
- CTE Internships
- MeDCAT

*** Practice D**

Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership.

The development of future-ready and 21st century skills has been a district-wide focus and is included in the District Educational Framework. Progress toward providing opportunities to develop these skills are assessed by a district team as they complete walkthroughs and at a school level by building administrators. The AIG Specialist is expected to make use of the following future-ready skills when working with AIG students: Learning Skills: -Students are often arranged or seated in groups or pairs and work collaboratively -Real-world problem-solving that is likely open-ended is encouraged. This is to allow students to work together to come up with logical solutions to problems. -Activities utilize higher order thinking tasks from the Revised Bloom's Taxonomy (the task requires students to evaluate, analyze, and create a product or presentation that explains why and how this product or presentation is possible, the solution). Students are encouraged to pair/share or present to another group, whole class, or another class. -Instruction fosters student-teacher interactions and the teacher actively monitors and interacts within groups during activities, clarifying misconceptions and providing meaningful, guiding feedback -High School students are encouraged to join the AIG Special Topics class/club. This group empowers the AIG student to look at topics from different views. Literacy Skills: -Teachers model active reading strategies with informational pieces and apply understanding facts, figures, statistics, and data. This skill development for the AIG student promotes a deeper understanding of material relevant to the 21st century citizen. -Students, with the aid of the teacher and technology facilitator, create and publish documents in various formats. They are expected to evaluate sources for reliability. This task helps the AIG student disseminate credible sources from "fake news." -Students, at various levels, utilize new programs, applications, and educational technology. This skill allows the AIG student to participate in the world around them. Life Skills: -Students will demonstrate leadership in a variety of settings. -Instruction in the classroom is physically arranged to promote initiative and social skills. -Students learn to network and interact with the students in their seating clusters. Students in grades 4-12 have access to Chromebooks at various degrees. The AIG Specialist and classroom teachers have received Google Classroom and Google Apps for Education training. Teachers are expected to make use of these tools to help enhance and develop future-ready skills through classroom activities and instruction. These activities ensure that all students are being prepared to participate in the 21st century.

*** Practice E**

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

Various assessments are used to make course selections for high-school students, including EOC, EOG, Plan, ACT, and SAT scores, along with classroom grades. Other assessments are used across the grades to help identify students for higher level courses that include exploratory classes such as STEM classes, honors level courses in middle and high school, and high school courses in middle school. Some of the assessments used include mCLASS data, MAP data, EOC/EOG score,

class grades, and others. Teachers are treated as knowledgeable professionals and are trusted to employ different methods of formative assessment in the classroom to assess student motivation, interest, vocabulary, ability to learn new tasks, concentration, ability to work independently, and the students' ability to pick up on nonverbal cues, etc. The data from these formative assessments are especially important in differentiating instruction for AIG students.

The AIG Specialist, AIG Coordinator, principals, and teachers work collaboratively to use data to make curricular decisions and to group students. Every effort is made to meet the needs of students by making resources available to classroom teachers and through coaching from the AIG Specialist.

*** Practice F**

Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

Graham County Schools also provides many avenues to address the social and emotional needs of all students including AIG students. Robbinsville Elementary is in the implementation stage of "The Leader in Me." This program allows students to have opportunities to develop their leadership skills and take responsibility for their own learning. Robbinsville High School offers many clubs, sports, and organizations that allow all students the opportunity to be involved in extracurricular activities that meet their social and emotional needs. Recently, an AIG Special Topics class has been created. This class offers a social and emotional network for those enrolled. Deliberate conversations about emotional and social topics are part of this class. AIG students in all three schools are made aware of various individuals and programs that are there for their support.

*** Practice G**

Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional differentiated curriculum and instruction.

Teachers in grades K – 3 are provided professional development on the traits and tendencies of gifted students. Teachers in the lower grades strive to develop these traits, talents, and interests. Through differentiated curriculum and instruction students are provided rigor and activities that help students learn to "think". The AIG Specialist will seek out potentially gifted students in grades K-3 based on mCLASS reading assessments, math assessments, and teacher recommendations for inclusion into the intentional talent development program. This program will provide enrichment to the regular instruction and will seek to develop academic skills and thinking skills for these students. Students involved in this early talent development program may or may not be identified as AIG. These groups of students may change each grading period.

Services will be provided weekly after student groups have been determined. Students who are formally identified as AIG will remain in these groups.

*** Practice H**

Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

The AIG Specialist is available to assist teachers with strategies and resources to differentiate curriculum and plan activities to challenge students. These strategies and resources are designed to benefit students both academically and intellectually by accelerating learning and building on the intellectual curiosity of the students. The AIG Specialist also assists classroom and activity teachers with differentiation through sharing of curricular resources to contribute to the development of students' intellectual and academic needs.

The AIG Specialist and AIG Coordinator meet with teachers across the district periodically during their grade level or department PLCs to discuss ideas for more effective differentiated instruction for gifted learners.

*** Practice I**

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

Graham County Schools develops a Differentiated Education Plan (DEP) for each student who receives AIG Program services. These DEPs begin once a student is formally identified as AIG. The plan may include strategies for individual students based on specific strengths, needs, or interests. Plans are developed cooperatively by the parent/guardian and the AIG Specialist at the time of initial placement into the program. The AIG Specialist meets with parents/guardians of AIG students annually during open houses or orientations, parent-teacher conference days, and scheduled meetings to review each plan to determine if modifications are needed. Input is also taken from teachers and school administration for modifications to student plans. Plans are thoroughly reviewed and revised as students make transitions between schools. If a student's parents/guardians cannot attend these meetings, a written copy of the AIG Differentiated Plan is sent home to the parent for review and provide input on.

*** Ideas for Strengthening the Standard**

- Provide additional professional development on differentiated instruction
- Keep teachers focused on the District Educational Frameworks and the Three Rs: Rigor, Relevance, and Relationships
- AIG Specialist will continue to provide support to classroom teachers and assist them in planning instruction that meets the needs of AIG students
- Research and explore research-based supplemental resources that are available and what other schools are using that are successful in meeting the needs of students
- Continue to encourage students to take more rigorous courses such as high school courses in middle school, honors, and AP courses.

Planned Sources of Evidence

- * Professional developmental agendas, presentation materials, and teacher feedback on effectiveness
- * District educational framework
- * Teacher lesson plans
- * Student DEPs
- * Extra-curricular activities
- * Student schedules
- * AIG student records
- * List of Supplemental resources that are available and record of resources being used throughout the school
- * Documentation of AP, honors, and dual enrollment
- * Documentation of middle school students taking high school courses

Documents

Type	Document Template	Document/Link
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AIG Standard 3 Additional Resources	N/A	
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Standard 4: Personnel and Professional Development

Graham County Schools (380) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

Graham County Schools employs one full-time AIG Specialist. This AIG Specialist is fully licensed and highly qualified to teach identified AIG students. The AIG Coordinator is licensed in school administration and has served as both assistant principal and principal at Graham County Schools. The AIG Coordinator does not hold a license in AIG education. The Coordinator works closely with the AIG Specialist to guide, plan, implement, revise, and monitor the program for Graham County Schools. Currently Robbinsville Middle School and Robbinsville High School have classroom teachers that are fully licensed and qualified for AIG education. All of these individuals are valuable resources to the planning, implementation, and monitoring of the program.

*** Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.

Graham County Schools employs one full-time AIG Specialist. This Specialist serves children in all grade levels at Graham County Schools. It is imperative that the AIG Specialist is able to spend time directly addressing the academic, intellectual, social, and emotional needs of gifted learners. The AIG Specialist is provided ample time for planning and opportunities for conferences and professional development.

In order to meet all the requirements of the program, Graham County uses a team approach to fulfill many of the administrative duties including developing screening pools, processing referrals, identifying students, meeting with parents, providing professional development for teachers, and meeting with teachers/parents/counselors. This allows the AIG specialist more time to work directly with students in the program to see that their academic, intellectual, social and emotional needs are met.

*** Practice C**

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

Graham County Schools will offer training to certified personnel during the work days preceding the beginning of each school year and on professional development days built into the school calendar. These professional development sessions will include information on recognizing the characteristics of AIG students, followed up with more specific elementary, middle, and high school topics. The AIG specialist and AIG Coordinator will work with teachers individually, in groups, and during PLCs to strengthen the way the curriculum is differentiated for AIG students. The AIG Coordinator will also offer a professional development session to administrators at Graham County Schools. These sessions will encourage all staff to use and apply differentiation strategies that are appropriate for AIG students and all students in their classrooms. Some of these sessions will also focus on the emotional and behavioral needs of AIG students and provide strategies to help classroom teachers to deal with and support the emotional and behavioral needs of AIG students.

*** Practice D**

Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

Graham County currently employs three AIG Certified teachers. One AIG certified teacher serves as the AIG Specialist, one is a middle school history teacher, and the other teaches high school English. The AIG program will provide professional development for classroom teachers and school staff with the intentions that AIG students in Graham County Schools will have classroom teachers who, although not formally trained in AIG education, will be more aware of topics relevant to educating AIG students (identification, differentiation, emotional and behavioral needs). Any classroom teacher who is interested in obtaining an AIG add-on license will be encouraged to do so.

*** Practice E**

Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.

Graham County Schools is a small, rural school system with very little teacher turnover from year to year. When positions do come open, Graham County Schools seeks to employ the most highly qualified candidates. For this reason, candidates with advanced certifications, such as an add-on certification in AIG, or candidates who have significant knowledge or experience working with diverse populations certainly receive priority in the screening and hiring process.

For currently employed teachers, Graham County Schools will help offset the cost to obtain AIG certification by providing funds for covering some of the costs of tuition for coursework in an AIG program that has been approved by the Department of Public Instruction in North Carolina. (<https://www.dpi.nc.gov/approved-list-ihe-programs-aig-add-licensure/download?attachment>)

Also new hires who are involved in the Beginning Teacher program are encouraged to look at obtaining add-on licenses such as an AIG certification. The AIG Specialist also will meet with this group to present information about our local AIG program and to recruit members to pursue AIG add-on licensure.

For students currently enrolled at Robbinsville High School who have chosen to take the Teaching as a Profession pathway through the CTE department, the AIG Specialist will present information on the AIG program and encourage these students to pursue AIG certification should the opportunity arise.

*** Practice F**

Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.

Professional development is an ongoing focus of Graham County Schools. There are several professional development sessions offered to staff each year during the teacher work days leading up to the beginning of the school year. The AIG program makes an effort to provide some professional development for teachers and staff during these times. Topics

covered include characteristics of gifted learners, referral and identification for gifted services, and differentiating instruction for gifted learners.

The AIG Specialist also meets with beginning teachers in the system at times during their monthly scheduled meeting to provide information on the AIG program and to encourage these teachers to pursue certification in AIG if they are interested.

*** Practice G**

Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.

Professional development is a priority for Graham County Schools. The system has made changes in the school calendar so that more time can be allotted for teachers to have time to have professional development throughout the school year. Graham County Schools offers professional development during the work days preceding the start of school each year and provides more professional development opportunities throughout the school year. The AIG department takes advantage of this time to plan for and deliver professional development that aligns with the local AIG plan. All professional development will be aligned with the goals established by Graham County Schools' educational framework and will follow best practices. The AIG Specialist and AIG Coordinator will work to ensure that the professional development offered addresses district goals, school initiatives, and the needs of our AIG students. The sessions offered will focus on identification and characteristics of AIG students, differentiated instruction, and the emotional and behavioral needs of AIG students, as well as other relevant topics.

Graham County Schools recognizes the need for the AIG Specialist and other teachers to collaborate and work together for planning, implementing, and refining applications of professional development sessions. Opportunities are available for the AIG Specialist to work with teachers during PLC times, during grade-level or subject area planning times, and one-on-one to discuss professional development and plan implementation. The district has built professional development days into the school calendar, which will provide time for the AIG Specialist and classroom teachers to work together to develop lessons, strategies, and differentiate instruction content for AIG students.

*** Ideas for Strengthening the Standard**

- Continue to work with District Administration on the AIG related professional development for all Graham County teachers
- Continue to research the possibility of cluster grouping of AIG students
- Monitor the alignment of professional development goals, district initiatives, and best practices to ensure that AIG student needs are addressed.
- More collaborative planning with AIG Specialist and classroom teachers
- Work to address the social and emotional needs of students

Planned Sources of Evidence

- * Professional development agendas
- * Staff professional development needs surveys
- * Teacher planning schedules

Documents

Document/Link

Document Template

AIG Standard 4 Additional Resources

N/A

Standard 5: Partnerships

Graham County Schools (380) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:

- academic and intellectual
- social and emotional.

Parents/guardians are invited to be involved in all aspects of their child’s participation in the AIG program. Parents/guardians are notified before the identification process begins. They are notified when the decision is made for placement into the AIG Program. They are asked to be a part of the development DEP for their child. If they have concerns anywhere throughout this process, they are encouraged to share them with the AIG specialist at any time. Parents are included in the annual DEP review process and are encouraged to share their thoughts on options for services for their child. The AIG Specialist tries to keep parents informed on student progress, especially if issues arise where the student is struggling to meet their potential. Parents/guardians and families are invited into the school for various activities throughout the year. Two-way communication between the AIG program and parents/guardians is essential in helping students achieve their potential and meeting their academic, intellectual, social, and emotional needs.

*** Practice B**

Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.

Graham County School AIG Committee has representation from various stakeholders that are representative of the community. Tri-County Community College has a satellite campus in Graham County and works collaboratively with our school on many projects, programs, and activities that include classes, training, grants, and internships. The AIG Coordinator attends regular meetings with the regional IHE committee that is comprised of several institutions of higher learning. The AIG Specialist and AIG Coordinator, along with the AIG Committee will continue to foster these relationships that are not only important to the AIG population but to the general school population as well.

*** Practice C**

Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.

Graham County Schools has established an AIG Stakeholders Committee for the purpose of giving input on various aspects of the AIG program. This group is composed of the AIG Coordinator, the AIG Specialist, the Superintendent, the Director of Curriculum and Instruction, the principal from each school, the CTE Director, the Indian Education Director, two parents/guardians of AIG students, one local businessperson, two regular education teachers from each school, and one high school AIG student. This group meets at least annually for the purpose of reviewing program information and data and for providing feedback to the program. In years in which the local AIG plan will be revised and rewritten, this committee meets more often to help with the development of the plan. Committee members provide feedback on proposed changes to the local plan, make suggestions on changes they would like to see implemented, and help complete some of the initial planning documents.

*** Practice D**

Informs all students, parents/guardians, and the community of the following:

- Local AIG Plan
- Local AIG program services
- Policies relating to advanced learning and gifted education
- Ways to access opportunities available to AIG students

Communication is ongoing and responds to the diverse language needs of the community.

Parents/guardians are invited to an annual meeting/open house where information is shared about AIG program services, the local AIG plan, and various opportunities for AIG students. The AIG Coordinator and AIG Specialist will make sure that the AIG Department link on the Graham County Schools home page contains information regarding the AIG program, the local AIG plan, and AIG activities. The district makes use of an automated communication system that is used to inform parents about meetings and activities. Also, letters are frequently sent home so the communication between the school and home can be maintained.

Every effort will be made to keep parents and the community informed of opportunities available to the AIG students in Graham County. Communication will be maintained through an annual parent meeting, notes home, newsletters, and the AIG page on the Graham County Schools website. When necessary the local newspaper can be used to share information about upcoming events or opportunities. The AIG program will also make use of social media outlets (Twitter, Facebook, Instagram, etc.) to promote AIG opportunities and events. Attention will be given to the native language of students and every effort is made to make sure that information is shared in that native language.

*** Ideas for Strengthening the Standard**

- Continue to nurture community relationships and partnerships
- Actively seek out partnerships in the community that exist but are not being utilized
- Make use of the GCS AIG website to provide information on community activities and learning activities

Planned Sources of Evidence

* GCS AIG website

* Minutes of AIG Stakeholder Board meetings

* AIG surveys

Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	

Standard 6: Program Accountability

Graham County Schools (380) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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 diverse academic, intellectual, social, and emotional needs of gifted learners.

*** Practice A**

Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. § 115C-150.5-8 [Article 9B]), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

The Graham County Schools AIG Committee works to collaboratively review, revise, and renew the local AIG plan every three years in accordance with state legislation and SBE policy. The plan was submitted and approved by the Graham County Board of Education on June 7, 2022, and submitted to the Department of Public Instruction for review.

*** 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.

The AIG Coordinator and the AIG Specialist meet regularly to discuss the status of the program and to address any concerns that have arisen. The implementation of the local AIG plan is monitored by staff of the AIG program and the AIG Committee. The AIG Committee is made up of the AIG Coordinator, the AIG Specialist, the Superintendent, the Director of Curriculum and Instruction, and two teachers with AIG certification. The AIG Committee meets together two times each year or more often if needed. The focus of these meetings is to allow for time to review program data, student progress data, program policies, and to monitor program plan implementation. The results of these meetings allow AIG staff the opportunity to adjust or modify the implementation of the AIG plan or procedures. Interim reports are also completed at the district level by the AIG Coordinator and administrative assistant staff. Input is gathered from the AIG Committee and the AIG Specialist.

*** Practice C**

Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.

The AIG Coordinator works closely with the Finance Director to monitor state funds allotted for the AIG program. District personnel keep and monitor records of state funds allotted for the AIG program. Because of the small ADM for Graham County Schools, state funds barely cover the salary and benefits of the one AIG Specialist. The AIG Coordinator, Finance Director, and Superintendent work closely to secure additional funds to help meet the needs of the AIG learners and program.

*** Practice D**

Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

Student data records are kept and maintained by the AIG Specialist. Each identified AIG student has a file folder in which any data from standardized testing is cumulatively compiled. This data is provided by the Testing Director. Student grades and achievement data is also pulled from PowerSchool by the AIG Coordinator and placed in student records.

Program data is kept and maintained by the AIG Coordinator. The AIG Coordinator keeps annual data from EVAAS pertaining to student growth and is responsible for sharing this data with the AIG Specialist and with regular education teachers. The Testing Coordinator is able to provide data on cohort graduation rates (four year and five year), grade level testing proficiency rates (levels 3, 4, and 5), career and college ready testing proficiency rates (level 4 and 5), EL progress, ACT composite scores, and WorkKeys testing data.

The AIG Committee meets at least annually to review and analyze student and program disaggregated data provided by the AIG program. This information is used to evaluate the effectiveness of the AIG program, to spot weaknesses in the program, and identify needed areas of professional development that exist within the system. These meetings lead to suggestions for strengthening the program and ideas for improving the current plan.

*** Practice E**

Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

Student data records are kept and maintained by the AIG Specialist. Each identified AIG student has a file folder in which any data from standardized testing is cumulatively compiled. This data is provided by the Testing Director. Student grades and achievement data is also pulled from PowerSchool by the AIG Coordinator and placed in student records.

Program data is kept and maintained by the AIG Coordinator. The AIG Coordinator keeps annual data from EVAAS pertaining to student growth and is responsible for sharing this data with the AIG Specialist and with regular education teachers. The Testing Coordinator is able to provide data on cohort graduation rates (four year and five year), grade level testing proficiency rates (levels 3, 4, and 5), career and college ready testing proficiency rates (level 4 and 5), EL progress, ACT composite scores, and WorkKeys testing data.

The AIG Committee meets at least annually to review and analyze student and program disaggregated data provided by the AIG program. This information is used to evaluate the effectiveness of the AIG program, to spot weaknesses in the program, and identify needed areas of professional development that exist within the system. These meetings lead to suggestions for strengthening the program and ideas for improving the current plan.



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*** Practice F**

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.

The Human Resource Department maintains updated files on the credentials of all Graham County personnel, including personnel serving AIG students. Licensure credentials, renewal activities, and professional development activities are

documented through the LINQ system in Graham County Schools. This data is monitored by the AIG Coordinator to ensure that all teachers serving AIG students are highly qualified and that teachers who have AIG certification are serving AIG students.

*** Practice G**

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

Feedback is requested during semi-annual AIG Committee meetings and from the AIG stakeholder meetings. Also, a survey will be sent out once a year asking parents/guardians to evaluate the quality and effectiveness of the Local AIG Plan. All feedback is presented in AIG Committee meetings.

*** Practice H**

Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

Graham County Schools welcomes feedback from all stakeholders regarding the quality of the AIG program. The AIG stakeholder committee meets at least annually to provide feedback on the program. Opportunities for students, parents, and teachers to provide feedback on the quality and effectiveness of the local AIG program is important to the continued improvement of the AIG program. Surveys will be provided for AIG parents, AIG students, and school staff annually. Annual survey results will be compiled and shared at AIG advisory board meetings, stakeholder meetings, and at the beginning of the year parent meetings. The feedback from the committee and the data from the surveys will be compiled and used to make adjustments and revisions to the local AIG plan, which is formally revised every three years.

*** Practice I**

Shares all data from local AIG program evaluation with school and district personnel, students, parents/guardians, families, and other community stakeholders.

Data from evaluation of the local AIG program is shared with stakeholder groups during parent/guardian meetings, school orientations and open houses, AIG stakeholder meetings, faculty meetings, and local school board work sessions and meetings. The district website links the public to a variety of state level sources of data and program information.

*** Practice J**

Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures,

and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

The AIG program in Graham County Schools safeguards the rights of all AIG students. The AIG plan provides safeguards that include:

- Informed consent for testing (English and Spanish): Written permission must be given by a parent/guardian before any AIG placement evaluation can be conducted.
- Reassessment Processes: Students may be reassessed based on additional evidences and recommendations. The procedures and criteria will follow those addressed in Standard 1.
- Differentiated Education Plan (DEP): The DEP is reviewed annually by teachers and other personnel to ensure that the student's needs are still being met and to make any changes needed for the student to be successful.
- Reevaluation Process: Once a student is identified as gifted in Graham County, the parent/guardian is the only one that can request that the identification be removed. If the student is experiencing issues in the classroom, individual attention is given to that student to determine where the problems lie and strategies are incorporated to help. The student's DEP can be adjusted to help with the progress as well. If the parent still feels as though the student is not meeting the challenges of the gifted program, he/she may remove the child.

Transfer Students: AIG students who have transferred into Graham County Schools from another LEA within the state are placed in the gifted program. Once the paperwork from the other system arrives, the student's scores and service options are evaluated and a DEP is created for services in our LEA. We honor all gifted services from other LEAs. If a student who has been identified as AIG transfers into Graham County Schools from another state, the Local AIG Committee will determine placement based on data received from the former school district. If the data received is not compatible with our district or if the scores do not match our criteria, the student will be retested using our assessments and criteria and then a decision is made based on results.

Due Process Procedures: Due process procedures in resolving issues between parties is guaranteed by Graham County Schools. If a parent/guardian disagrees with the decision regarding referral, identification, or services, the following procedure will be followed to resolve the situation:

- Step 1: The parent/guardian may submit a written request for a conference with the AIG Coordinator to discuss their concerns. If the AIG Coordinator cannot resolve the issue, the process may continue.

- Step 2: The parent/guardian may appeal in writing to the principal. The principal will review the documentation related to the issue and respond to the parent/guardian. If the principal cannot resolve the issue, the process may continue.
- Step 3: The parent/guardian may appeal in writing to the superintendent. The superintendent will review the documentation related to the issue and respond to the parent/guardian. If the superintendent cannot resolve the issue, the process may continue.
- Step 3: The parent/guardian may appeal in writing to the Graham County Board of Education. The board will review the documentation related to the issue at the next regularly scheduled board meeting and respond to the parent/guardian. If the board cannot resolve the issue, the process may continue.
- Step 4: If the Board's decision fails to resolve the disagreement, the parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The purpose of the review is to determine if: the local school administrative unit failed to properly identify the student as an academically and/or intellectually gifted student, or the local plan has been implemented inappropriately with regard to the student. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusion of law. Notwithstanding the provision of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. Any attorney fees are the responsibility of the parents.



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*** Ideas for Strengthening the Standard**

- Encourage teachers to become AIG certified
- Continue offering professional development on differentiation and AIG related topics for teachers
- Work to strengthen AIG surveys and use of data

Planned Sources of Evidence

* AIG survey data

* Professional development legends

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Documents

Type	Document Template	Document/Link
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AIG Standard 6 Additional Resources	N/A	
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Local Board of Education Approval

Graham County Schools (380) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

06/07/2022 

Original Application Submission Date: 06/13/2022

Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>GCS AIG Board Approval</u>

AIG Related Documents

Graham County Schools (380) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]		 GCS AIG Board Approval

Optional Documents

Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Graham County Schools (380) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition
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The Local AIG Plan glossary is provided in an uploaded document.