This **LEA Self-Assessment Tool** is intended to help inform the strategic revision of your local AIG plan, 2022-2025. Based on feedback received from last AIG plan submission and data gathered from current AIG plan implementation, consider the questions provided to determine the level of priority for each practice for the district/school. Use this information to guide your local AIG Plan revision efforts.

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| **NC AIG PROGRAM STANDARD 1: Student Identification***The LEA’s student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.* |
| **NC AIG Program Practices****Related to Standard 1** | **2019-2022 Rating** | **Gather stakeholder evidence and feedback to reflect on/consider the following:** 1. What has gone well with the implementation of the strategies outlined in the current plan?
2. What has not gone well with the implementation of the strategies outlined in the current plan?
3. Which of the strategies outlined in the current plan do you want to continue? Which strategies need to be changed?
4. What new strategies will be implemented to address the practice components?
5. How will you incorporate strategies to address and support realizing equity and excellence?
 | **Based on stakeholder evidence/ feedback, determine priority level:** * High priority (re-think)
* Medium priority (continue with improvements)
* Low priority (continue)
 |
| 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.  |  |  |  |
| 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. |  |  |  |
| 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 learners, highly gifted, and twice-exceptional.  |  |  |  |
| d) Monitors the screening, referral, and identification processes for consistent implementation across the LEA. |  |  |  |
| e) Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large.  |  |  |  |
| f) Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records. |  |  |  |

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| **STANDARD 2: Comprehensive Programming within 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.* |
| **NC AIG Program Practices****Related to Standard 2** | **2019-2022 Rating** | **Gather stakeholder evidence and feedback to reflect on/consider the following:** 1. What has gone well with the implementation of the strategies outlined in the current plan?
2. What has not gone well with the implementation of the strategies outlined in the current plan?
3. Which of the strategies outlined in the current plan do you want to continue? Which strategies need to be changed?
4. What new strategies will be implemented to address the practice components?
5. How will you incorporate strategies to address and support realizing equity and excellence?
 | **Based on stakeholder evidence/ feedback, determine priority level:** * High priority (re-think)
* Medium priority (continue with improvements)
* Low priority (continue)
 |
| 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.  |  |  |  |
| 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.  |  |  |  |
| c) Integrates and connects the AIG program and services with the district’s priorities and resources through policy and practice. |  |  |  |
| d) Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs. |  |  |  |
| 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. |  |  |  |
| f) Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| i) Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming. |  |  |  |

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| **NC AIG PROGRAM 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.* |
| **NC AIG Program Practices****Related to Standard 3** | **2019-2022 Rating** | **Gather stakeholder evidence and feedback to reflect on/consider the following:** 1. What has gone well with the implementation of the strategies outlined in the current plan?
2. What has not gone well with the implementation of the strategies outlined in the current plan?
3. Which of the strategies outlined in the current plan do you want to continue? Which strategies need to be changed?
4. What new strategies will be implemented to address the practice components?
5. How will you incorporate strategies to address and support realizing equity and excellence?
 | **Based on stakeholder evidence/ feedback, determine priority level:** * High priority (re-think)
* Medium priority (continue with improvements)
* Low priority (continue)
 |
| 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.  |  |  |  |
| 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. |  |  |  |
| c) Incorporates a variety of evidence-based resources that enhance student learning. |  |  |  |
| d) Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership.  |  |  |  |
| e) Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices. |  |  |  |
| f) Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.  |  |  |  |
| 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. |  |  |  |
| 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.  |  |  |  |
| 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. |  |  |  |

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| **NC AIG PROGRAM 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.* |
| **NC AIG Program Practices****Related to Standard 4** | **2019-2022** **Rating** | **Gather stakeholder evidence and feedback to reflect on/consider the following:** 1. What has gone well with the implementation of the strategies outlined in the current plan?
2. What has not gone well with the implementation of the strategies outlined in the current plan?
3. Which of the strategies outlined in the current plan do you want to continue? Which strategies need to be changed?
4. What new strategies will be implemented to address the practice components?
5. How will you incorporate strategies to address and support realizing equity and excellence?
 | **Based on stakeholder evidence/ feedback, determine priority level:** * High priority (re-think)
* Medium priority (continue with improvements)
* Low priority (continue)
 |
| a) Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. |  |  |  |
| b) Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners. |  |  |  |
| 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. |  |  |  |
| d) Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.   |  |  |  |
| e) Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds. |  |  |  |
| f) Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.  |  |  |  |
| 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. |  |  |  |

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| **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.* |
| **NC AIG Program Practices****Related to Standard 5** | **2019-2022** **Rating** | **Gather stakeholder evidence and feedback to reflect on/consider the following:** 1. What has gone well with the implementation of the strategies outlined in the current plan?
2. What has not gone well with the implementation of the strategies outlined in the current plan?
3. Which of the strategies outlined in the current plan do you want to continue? Which strategies need to be changed?
4. What new strategies will be implemented to address the practice components?
5. How will you incorporate strategies to address and support realizing equity and excellence?
 | **Based on stakeholder evidence/ feedback, determine priority level:** * High priority (re-think)
* Medium priority (continue with improvements)
* Low priority (continue)
 |
| a) Developsintentional, two-way partnerships with parents/guardians to support the following needs of AIG students: * academic and intellectual
* social and emotional
 |  |  |  |
| 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~~s~~ and services. |  |  |  |
| 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. |  |  |  |
| 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.  |  |  |  |

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| **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.* |
| **NC AIG Program Practices****Related to Standard 6** | **2019-2022** **Rating** | **Gather stakeholder evidence and feedback to reflect on/consider the following:** 1. What has gone well with the implementation of the strategies outlined in the current plan?
2. What has not gone well with the implementation of the strategies outlined in the current plan?
3. Which of the strategies outlined in the current plan do you want to continue? Which strategies need to be changed?
4. What new strategies will be implemented to address the practice components?
5. How will you incorporate strategies to address and support realizing equity and excellence?
 | **Based on stakeholder evidence/ feedback, determine priority level:** * High priority (re-think)
* Medium priority (continue with improvements)
* Low priority (continue)
 |
| 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 educationand sent to SBE/DPI for review and comment. |  |  |  |
| 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. |  |  |  |
| 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.  |  |  |  |
| d) Maintains and analyzes multiple sources of student achievement and growth data, as well as annual drop-out data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence. |  |  |  |
| 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. |  |  |  |
| 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.  |  |  |  |
| g) Elicits regular feedback from students, parents/guardians, and families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program. |  |  |  |
| h) Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years. |  |  |  |
| i) Shares all data from the local AIG program evaluation with school and district personnel, students, parents/guardians, and other community stakeholders. |  |  |  |
| 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. |  |  |  |