

Graham County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2016-2019

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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). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2016-2019. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2016-2019, Graham County Schools local AIG plan is as follows:

Graham County Schools Vision for local AIG program: The mission of Graham County Schools is to provide the best educational opportunities for students in elementary, middle, and high school that will allow each student to reach his or her full potential.

The Program for Academically and Intellectually Gifted, in concert with this mission, is dedicated to provide an appropriate education for gifted children so that they can reach their intellectual potential. To assist our gifted children in meeting their unique needs, this plan allows for the best use of our resources to help foster students intellectual development, as well as, encourage these students to start building a personal plan to help them achieve their educational and career goals.

The goal of this plan is to assist administrators, counselors, teachers, parents, and students in providing a most challenging and stimulating learning experience for our academically/intellectually gifted students in Graham County Schools.

Sources of funding for local AIG program (as of 2016)

State Funding	Local Funding	Grant Funding	Other Funding
\$0.00	\$62173.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

District Response: LEA Response Standard I: Identification

Graham County will provide staff development for instructional staff on the characteristics of gifted children, along with, screening, referral, and identification procedures. Referral forms and information about the identification, screening, program and Rights of Gifted students will be available on the Graham County Schools webpage. AIG staff will work on adding a FAQ section to the AIG link on the webpage during the 2016-2017 school year.

Information will be shared with parents during orientation meetings, curriculum nights, and parent-teacher conferences.

Graham County Schools staff will be provided with information so that they can advocate for the AIG program as well as for students that need the differentiated learning.

Current data for Graham County shows that our Native American Population is underserved. The AIG Coordinator will work with the Indian Education Coordinator to address the Native American Population and work to help identify students in this population.

Practice B

States and employs multiple criteria for AIG student identification. These criteria incorporate measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional measures that are based on current theory and research.

District Response: Screening will be an ongoing process, however, a collaborative; collegial effort will be made in the fall to review the general school population to determine which students may need further assessment and/or placement in the differentiated services of gifted education. Student screening procedures will be responsive to the diversity of potentially gifted students by giving particular attention to the culturally diverse, economically disadvantaged, and the disabled. Information will be provided to teachers, parents and guardians on nurturing gifted characteristics.

The screening procedure will include the following: A formal, broad based look at the general population using annual testing data and target students that ranked in the upper 15% in tested

areas. This pool of students will be compiled and processed at each school by the AIG Coordinator, AIG Specialist, and administrators. The AIG specialist will work with Classroom teachers to determine which students should be nominated for evaluation. In addition to the formal broad-based look, nominations will be accepted from teachers, parents, and administrators who are knowledgeable and aware of a student's need for differentiation. Information collected at the screening stage will lead to either evaluation or a decision that the student does not require further review at this time. Refer to the following AIG forms: Graham County Schools Screening/Nomination Form For AIG, Gifted Behaviors Scale.

Screening Process: The CogAT will be administered to all students in Grades 3rd, 4th, and 6th during the 2016-17 school year and to all 3rd grade students in subsequent years.

Nominations data will be reviewed by a committee made up of the AIG Specialist, AIG Coordinator, School Administrator, Grade Level Teachers, School Counselor, School Psychologist, and a parent representative. Eligibility and placement will be maintained by the AIG specialist and reviewed annually.

In considering a student's giftedness, Graham County Schools will identify students who perform by showing high achievement in academics; students who have the potential to perform but may not yet 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.

Students must meet 4 of 6 of the criterion to be considered eligible for placement:

- Minimum Score of 114 on a Gifted Behavior Scale
- Minimum Score of 21 on an Interest Scale
- Minimum Score of 21 on a Motivation Scale
- Minimum of a 93 in at least one academic subject area
- Minimum of 95% on an achievement assessment
- Minimum of 95% on an aptitude assessment

No single criterion can eliminate a student from consideration.

As teachers utilize the Gifted Behavior Scale, they are encouraged to consider and then screen students who are potentially gifted in areas of creativity and leadership. Additionally, student interest and motivation allows for the incorporation of these non-traditional skills as well, again encouraging teachers to consider students beyond merely grades and test scores.

Practice C

Ensures AIG screening, referral, and identification procedures respond to traditionally under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: 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 each year will provide a fair assessment for all students

Native American Students represent the largest minority group (14%) of students enrolled within Graham County Schools. The AIG Coordinator has met with the Graham County Indian Education Program Manager and the Indian Educators to ensure that those working directly with our Native American students are aware of the identification process. The ESL teacher and Title I staff will also be involved in professional development to make sure that she is aware of the identification of and referral of students that she serves. twice exceptional student information will be provided to staff during staff development, to raise awareness and support for teachers in the recognition of outstanding potential in students from all populations and share opportunities for nurturing these students k-12. Every effort will be made to reach students from all backgrounds, ethnicities, and economic classes.

Practice D

Implements screening, referral, and identification processes consistently within the LEA.

District Response: Graham County Schools utilizes traditional standardized measures but does not, at this time, have a non-traditional standardized measure to test creativity. Graham County Schools has researched possible options and discussed with neighboring counties, ways to meet this standard before we could focus on doing so. Our rationale for making this a future practice is to ensure ample time to gather information on non-traditional standardized assessments and how to implement those assessments. Our LEA uses one screening, referral and identification process. Aptitude measures are from the CogAt, and achievement measures are from the North Carolina End of Grade and North Carolina Final Exam percentiles and/or the Kaufman Achievement Test.

A screening pool will be compiled across the district from the broad based look using annual testing data and target students that ranked in the upper 15% in tested areas. This pool of students will be compiled and processed at each school by the AIG Coordinator, AIG Specialist, and administrators. The AIG specialist will work with Classroom teachers to determine which students should be nominated for evaluation. In addition to the formal broad-based look, nominations will be accepted from teachers, parents, and administrators who are knowledgeable and aware of a student's need for differentiation. Information collected at the screening stage will lead to either evaluation or a decision that the student does not require further review at this time.

Nominations are open and accepted in addition to these screening pool referrals. Teachers are given information on potential indicators of giftedness and asked to especially look at underachieving students who may not qualify for the screening pool because of the objective nature of the formal assessment.

All referral / nomination records are collected and reviewed. All documentation becomes part of AIG records and reviewed each year.

Practice E

Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.

District Response: Graham County Schools is a small system with one elementary, one middle, and one high school. There is one AIG Specialist that serves all three schools. The paperwork and identification process is consistent across the district and all paperwork is the same.

The AIG Specialist develops a Differentiated Education Plan (DEP), for identified students in grades 4 through 12 to explain how the identification matches the service options for an individual AIG student. DEPs will be developed using powerschool. The DEPs are reviewed annually and a paper copy is kept in a student file.

Parents of AIG students will be invited to a parent meeting annually to share information about AIG placement, services, and college & Career paths. These meetings will be county wide. High School students' progress will be reviewed regarding performance and rigor of coursework.

Ideas for Strengthen 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
- * Continue to research Non - traditional standardized measures to test creativity

Sources of Evidence: * District and school websites and AIG link

- * Professional Development logs, agendas, and presentation materials from Staff Development
- * Documentation of meetings with the Indian Education Coordinator and placement data on the Native American Students identified and served
- * Selection and implementation of a non-traditional standardized measure to test creativity

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

District Response: Graham County Schools realizes the benefits of a push-in program rather than a pull-out program and would like to be able to provide that for our youngest students. However, because of limited resources and staff that is not possible.

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 several walk-through visits each year where differentiation is one of the district goals being assessed. Graham County has a district framework for education that includes expectations for differentiated instruction.

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.

Principals have been provided professional development related to differentiated instruction and have the skills needed to be a viable instructional leader to help teachers.

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. (See Attached District Educational Framework).

AIG Identified students in grades 3 - 6 are in a pull-out class with our AIG specialist. Middle School offers Honors classes for English Literature, world History, Honors Math, and Honors Science as advanced classes for 7th Grade. Eighth Grade students can receive high school credit for World History, Earth Science, English Literature, and Math 1. High School students have access to Honors/AP courses, Early College Courses through Tri-County Community college and many higher level course available through NCVPS (North Carolina Virtual Public Schools).

Robbinsville Middle School offers three High School Courses: Math I, Earth Science, and World History. The AIG specialist, AIG Coordinator, and Principal meet with parents of Middle School AIG identified students and explain how the curriculum is differentiated through these more rigorous courses. Identified Students are asked to contract to take at least two of the three. These high school courses allow student s to work with students that have similar needs and interest and students that are on the same college pathway.

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.

District Response: The curriculum 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 for content areas delivered through the AIG specialist applies to a very limited group of students. Realizing that AIG learners need differentiation consistently throughout the day, the regular education teacher must supply appropriate enrichment, extension, and acceleration of the curriculum during student regular class schedule.

AIG identified students are provided support as they enter high school. The AIG specialist, AIG Coordinator, Principal, and High School Counselor meet with each student and parent to review the student's DEP and develop a four year plan. This plan is reviewed annually with students and parents. Students are encouraged to take the most challenging courses available. Parents and Students are also made aware of the district's Credit by Demonstrated Mastery (CDM) plan that could possibly allow students to take more advanced courses. Robbinsville High School provides students more course opportunities through North Carolina Virtual Public Schools in order to meet their interest.

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, Peer coaching, and additional Professional Development.

Practice C

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

District Response: 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 available include:

Revised Bloom's Taxonomy, Thinking Maps, Paideia Teaching and Seminars/Socratic Seminars, Study Island, Robotic teams, Science Olympiads, Singapore Math, Google Classroom, Appex, Stephanie Harvey's Comprehensive Toolkit, The Kahn Academy

Practice D

Fosters the development of 21st century content and skills an advanced level.

District Response: The development of 21st century skills has been a district-wide focus for a couple of years 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 walk throughs and at a school level by building administrators. (See attached Walk through form) Expectations include but are not limited to the following:

- Students are arranged or seated in groups or pairs and working collaboratively
- Instruction fosters student-teacher interactions and the teacher actively monitors and interacts with groups during the activity, clarifying misconceptions and providing meaningful, guiding feedback
- Real-world problem-solving that is likely open-ended and students must work together to come up with a logical solution
- Activities utilize higher order thinking tasks from the RBT (the task require students to evaluate, analyze, and create a product or presentation that explains why and how this product or presentation is possible, the solution) Students have the opportunity to pair/share or present to another group, whole class, or another class.

Students in grades 9-12 will receive chrome books at the beginning of the school year. Teachers will receive Google classroom training during the summer of 2016 that will provide students with 21st Century Skills. The district is also looking at the Digital Classroom content standards and will start providing training to teachers so that Graham County students can be prepared for the technology that will be necessary to be successful.

Practice E

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

District Response: Various assessment 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 robotics, honors level courses in middle and high school, and high school courses in middle school. Some of the assessments used include MClass data, Mapps data, Star Reading, EOC, EOG, class grades, and others. Teachers also use different types of non-formative assessments in the classroom to identify students motivation, interest, students vocabulary, interest in learning new tasks, ability to learn new tasks, concentration, ability to work independently, students ability to pick up on nonverbal cues, etc.

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 coaching from the AIG specialist.

Practice F

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

District Response: Graham County Schools is a small system with one elementary, one middle school, and one high school that enrolls around 1300 students PK – 12. Because of the small population communication between the schools, administrators, counselors, social worker, SRO Officers, district office, teachers occurs almost daily. It is the intent to provide a nurturing environment where social and emotional needs of all students are met along with their intellectually and academic needs. Often times teachers have a misconception of what gifted looks like in students and do not take into account their social and emotional needs. Staff Development will be provided to all staff on giftedness and staff will be made aware of things such as need to fit in, perfectionism, underachievement, and socialization.

Robbinsville High School offers many clubs, sports, and organizations and tries to involve all students in some extra-curricular activity that meets their social and emotional needs.

Robbinsville Elementary will be in year one of implementation of "The Leader in Me" and this program will allow for students to have opportunities to develop their leadership skills.

The school is also the hub of the community and many community activities happen within the confines of Graham County Schools. There is a strong partnership between the school, community, parents, departments, student services personnel, and clergy. The AIG committee is very confident that strategies are in place to meet the social and emotional needs of not only AIG students but those of all students.

Practice G

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

District Response: Teachers in grades PK – 3 are provided professional development on the traits and tendencies of gifted students. Teachers in the lower grades strive to nurture these traits and help students develop their talents and interest. Through differentiated curriculum and instruction students are provided rigor and activities that help students learn to "think".

At the present time the AIG committee is reviewing the PETS program but have yet to work out how to implement with limited staff. This will continue to be a discussion.

Practice H

Collaborates with AIG personnel and other professional staff, including regular education teachers, special education teachers, other instructional staff, and administrators, to develop and implement

differentiated curriculum and instruction.

District Response: Graham County Schools is a small system with one elementary, one middle school, and one high school that enrolls around 1300 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.

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/families to ensure effective programming, provide a continuum of services, and support school transitions.

District Response: The AIG Specialist develops DEPs for all identified students in grades 3-12. At this time there are no formal plans developed for students in PK – 2 due to limited resources and personnel.

The AIG Specialist, AIG Coordinator, Administrators, and teachers meet with parents annually to review and revise the plan to make sure that students' needs are being met.

Ideas for Strengthen the Standard: * Provide additional professional development on differentiated instruction. Keep teachers focused on the District Educational Frameworks and the three "R"s 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 middles school, honors, and AP courses.

Sources of Evidence: * Professional Development Logs, presentation materials, and teacher feedback on effectiveness

* AIG Specialist and Teacher reporting and samples of differentiated curriculum units, lessons and activities for students

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- * 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 # of middle school students taking high school courses

Standard 3: Personnel and Professional Development

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

Practice A

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

District Response: The AIG Specialist that provides direct services to students is fully licensed and highly qualified for AIG education. The AIG Coordinator is licensed in Principal Administration, Curriculum Specialist, Exceptional Children's Administration, and Superintendent but does not hold a license in AIG education. Therefore, the Coordinator works closely with the AIG Specialist to guide, plan, implement, revise, and monitor the program for Graham County Schools. There is also one high school teacher that is fully licensed and qualified for AIG education that is a valuable resource to the planning, implementation, and monitoring of the program.

Practice B

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

District Response: Since one AIG specialist serves all children in this LEA, it is imperative that their time is spent directly addressing the academic, intellectual, social, and emotional needs of gifted learners. 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, process referrals, identify students, meeting with parents, provide professional development for teachers, meet with teachers/parents/counselors, and Re-evaluate and exit students. The AIG Specialist is provided ample time for planning and opportunities for conferences and professional development.

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

District Response: Graham County Schools does not require certified personnel to receive any AIG professional staff development at this time. However, all staff will receive training during the opening session in August regarding gifted characteristics, identification and placement procedures, service delivery options and differentiated instruction. The AIG specialist and AIG Coordinator will continue to work with teachers individually, in groups, and during PLCs to strengthen the way the curriculum is differentiated. The AIG committee will make it a priority to discuss with the Administrative team with Graham County the feasibility of developing some requirement for AIG professional development in

the future.

Practice D

Places AIG students in general education classrooms with teachers who have earned an AIG add-on license from an Institute of Higher Education (IHE) or who have met the LEA's professional development requirements for that position.

District Response: Graham County currently employs two AIG Certified teachers, one serves as the AIG Specialist and the other teaches high school English. At this time Graham County Schools does not require AIG certification or have any professional development requirements. The AIG committee will make it a priority to discuss with the Administrative team with Graham County the feasibility of developing some requirement for AIG professional development in the future.

Practice E

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

District Response: Graham County Schools developed the District Educational Framework and begin implementation in August of 2015. All professional development is aligned with the goals established by the framework and following best practices. The AIG Specialist and AIG Coordinator work to make sure that the professional development offered around district goals, initiatives, and best practices addresses the needs of our AIG students. This includes time for collaboration and follow-up with teachers and offering support, supplemental materials, and assistance in development of lesson plans and classroom activities to help meet the needs of AIG Students.

The AIG Committee will continue the discussion of requiring local AIG professional development for teaches and would like to research the possibility of cluster grouping of AIG students in the future.

Practice F

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

District Response: In order for professional development to achieve desired results and be high quality it is recognized that teachers need to have time to plan, implement, and revise in order to apply effectively. Opportunities are provided to work with teachers during PLC time, grade or subject groups, and one-on-one to discuss professional development and plan implementation. During the past two years this opportunity for follow-up and peer interaction has been successful in application of professional development.

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Ideas for Strengthen the Standard: * Continue to work with Administration on the requirement of AIG staff 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 they AIG student needs are addressed.

Sources of Evidence: * AIG Committee minutes

- * Documentation of research of cluster grouping including what other schools are doing, how it is implemented, and success or effectiveness.
- * Professional Development logs, presentation materials, teacher feedback

Standard 4: Comprehensive Programming within a Total School Community

The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Delivers AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all classroom environments, grade levels, and settings.

District Response: Clarifying Description:

- AIG Specialist support of regular classroom and school staff to meet the needs of gifted learners via AIG team meetings.
- AIG led staff development with CEU credit.
- A certified AIG teacher available daily at each campus site.
- Placing key AIG information on the school website: Ex. Glossary of Gifted Education Terms, AIG plan, and identification and referral processes.
- Fostering Student-led 21st Century learning experiences with regular classroom education.

Implementation Ideas:

- The AIG specialist offers training at the opening sessions on the guidelines for identification and referring of gifted students to all staff members during the opening session meeting.
- Monthly emails are sent to staff members on current AIG trends in education.
- Resource Development: AIG specialists and Central Office staff offer CEU accreditation for attending workshops to help modify classroom practices, especially those that align with 21st Century practices in education. Examples of past workshops dealt with implementing Edmodo, creating student centered Podcasts, Dogonews, and student video editing of classroom topics via EDpuzzle.

Practice B

Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.

District Response: Clarifying Description:

- Service delivery is based on the student's identification criteria. AIG lessons are arranged in compact curriculum to align with NC Standard Course of Study, current best practices, LEA initiatives, LEA school improvement plans, and accelerated learning programs.
- The LEA offers multiple service options for students at each school level.
- Placement is based on individual student needs.
- The LEA is responsible for designing and implementing IDEPs to match student needs, if appropriate service models are not in place.

Implementation Ideas:

- The AIG plan is incorporated into the School Improvement Plan.
- Circulating student folders/DEPs during team meetings to see that student needs are being met.
- Incorporation of the AIG plan into the School Improvement Plan.
- Assessment and Testing Data
- Communication logs between the AIG team and/or parents.
- Establishing and implementing new service options when needed.
- RMS offers Honors classes for English Literature, World History, Honors Math, and Honors Science as advanced classes for 7th Grade.
- RMS offers AP for high school credit in Apex World History, Earth Science, AP English Literature, and AP Math 1.
- RHS offers Honors/AP classes, and Early College courses through Tri-County Community College for accelerated learning opportunities.

Practice C

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

District Response: Clarifying Description:

- Linking the AIG program to the total instructional program of the LEA in policy and practice will ensure that meaningful connections exist for AIG students.
- Creating a solid foundation in our LEA where all stakeholders have a clear understanding of the program and that we ensure all underlying aspects of the program are aligned within the LEA.
- Address the needs of AIG learners with district policies and initiatives to ensure AIG students are considered when decisions are made.
- Connect the AIG with other areas in the LEA, such as professional development, curriculum and instructions, funding and so forth.

Implementation Ideas:

- Communication and collaborative works with other instructional departments to ensure AIG services are integrated with the total instructional program.
- Documentation of collaboration: PDPs and any team notes, Collaborative Lesson Plans, Pacing and Curriculum Guides, Meeting Schedules, and AIG/Cooperating Teacher schedules.
- Look for opportunities to partner the AIG program with other existing LEA programs.

AIG students are encouraged to incorporate "trickle down" education within their regular classrooms. The AIG specialists helps adapt what is going on with the AIG room with the regular classrooms. For example, the AIG students led a grade-wide cross-curriculum activity with regular students involving Viking catapults (studied and built within the AIG room) and the creation of DOT PLOTS (with 6th grade math students) on how far the projectiles were launched. The lesson was student taught and monitored. The data collected was posted in the hall for all to see.

5/25/2017

Practice D

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

District Response: Clarifying Description:

- The LEA recognizes the needs of gifted learners are best met when all educators work collaboratively and are fully informed of the service delivery and instruction strategies, state regulations and the goals/processes of the LEA's AIG program and plan.
- Implementation of the new AIG standards requires that all stakeholders have a working background knowledge of said practices and/or access to the information in a readily available format.
- Annual informational meetings with the school community address the issues of criteria for placement, identification processes, services provided per grade level, differentiation, and ongoing collaborations.
- Students gain more from the program if everyone who works with them is invested and knowledgeable of the processes involved.

Implementation Ideas:

- The LEA has a printed brochure underlining the purpose of the AIG program, the identification and referral process, and contact information for the AIG Specialist and AIG Coordinator.
- The AIG plan is linked to the school website, under the AIG Program tab.
- The AIG Coordinator and AIG Specialist present the purpose and features of the AIG program to the staff at the opening session of the school year.
- The AIG specialist meets with grade level team meeting to address any issues or concerns regarding gifted learners.

Practice E

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

District Response: Clarifying Description:

- 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 face to face conferences on a daily basis at each of the schools being serviced.

Implementation Ideas:

- The AIG specialist services both the Robbinsville Elementary and Robbinsville Middle Schools within the LEA. This aids in the transition of students moving up between the two.
- The Middle School is located in an attached wing to the high school. The AIG specialist is available most evenings to answer any questions that the high school teachers/administrators may need.

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Practice F

Facilitates collaboration among school counseling personnel, regular education teachers, AIG specialists, and others to address the social and emotional needs of AIG students.

District Response: Clarifying Description:

- Develop and implement a protocol(s) for the inclusion of counseling personnel and other school wide personnel to work together to develop DEP(s), with specific components to address the social and emotional needs of the gifted learners.
- The LEA recognizes that gifted learners have more meaningful opportunities for success when all stakeholders are invested in the program, when responsibility of implementation lies with the many rather than the one.

Implementation Ideas:

- Provide yearly notification of services to teachers and schools.
- Notification to regular education teachers and counseling staff of the AIG students enrolled in the program.
- Meetings will be held with families and instructional staff to develop programs, plans, and/or modifications for the students enrolled.
- Invitation to "receiving" teachers to "feeder" grade levels/schools to review programs and student goals and services at the next level.
- Offer team meetings each grading period to discuss services within the individual schools within the LEA.
- Develop and conduct transition meetings between grades/schools to develop student DEPs: include counselors, administrators, AIG specialists, and regular education teachers.

Practice G

Articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.

District Response: Clarifying Description:

- The LEA has developed a plan to address the needs of students who would benefit from acceleration.
- These plan(s) include policies and practices to support grade level and subject accelerations for students in the K-12 setting, as needed.

Implementation Ideas:

- RES AIG students are grouped by grade level and received compacted curriculum through the AIG specialist.
- RMS AIG students have multiple advanced Honors courses to choose from (mentioned earlier). The World History option is a Team Teaching class with the AIG specialist and the 7th grade history teacher.

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- RMS AIG students also have access to several early High School credit classes.
- RMS AIG students can also opt for a distance learning APEX World History class.
- RHS students have access to Honors/AP classes, and early college courses via TCC.

Practice H

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

District Response: Clarifying Description:

- The LEA endeavors to ensure that under-represented populations have equal opportunities via service options that are available system wide.
- The LEA is responsible in developing service options that are responsive to all students who are in need of advanced learning, regardless of background.

Implementation Ideas:

- The LEA realizes that Native Americans make up 14% of the school(s) population and our largest minority group. The AIG Coordinator and Specialist work with the Cherokee Indian Education department in recognizing identification processes to help identify students within their service sphere.
- The AIG program also made the ESL Coordinator proficient with our identification process and available services.

Practice I

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

District Response: Clarifying Description:

- The LEA provides multiple opportunities for AIG students to involved in extra-curricular programs that match their cognitive, academic, social, and emotional needs.

Implementation Ideas:

- There are several afterschool programs in place to further develop the interests of AIG students:
- JAM- Stecoah based music program teaching traditional Appalachian instruments and music.
- Drama Club- Stecoah afterschool sponsors a drama club for RES students.
- Lego Mindstorm Robotics- A robotics program geared to teaching the fundamental design, programming, and competition geared toward accomplishing specific tasks, in a timed setting.
- Debate Team- A RES grade based debate team sponsored via the arts department.
- The AIG students sponsor booths at community events such as Science Night.

Practice J

5/25/2017

Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.

District Response: Clarifying Description:

- The LEA uses various grouping strategies to support the learning being received by the AIG students.
- The LEA intentionally places AIG students in regular classroom settings, as well as, providing structured grouping and compacted curriculums.

Implementation Ideas:

- Due to the small size of the LEA and the resources available, grouping is usually limited to grade level and subject areas. Opportunities are given for students to express their interests during the compacted curriculum calendar.
- The LEA provides professional development for administrators and teachers and regularly sends representatives from each school system to such workshops as the NC AIG Conference.
- Grouping practices and any important data analysis is distributed among the staff via emails, staff meetings, and on-site professional developments.

Ideas for Strengthen the Standard: * Research and discuss ways to better meet the needs of students in PK-2

- * Continue to explore the implementation of the PETS program in the primary grades
- * Improve follow-up with high school students that leads to their selection of higher level courses, early and ACT/SAT test taking, and developing plans for college applications etc.

Sources of Evidence: * AIG Committee minutes that address services to primary age students

- * AIG Committee minutes that address the discussion of the PETS program
- * High School data on advanced course participation, ACT/SAT participation data, and college application and admission data

Standard 5: Partnerships

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

Practice A

Develops partnerships with parents/families and the community that are intentional and meaningful to support the following needs of AIG students:

- ☐ academic and intellectual
- ☐ social and emotional.

District Response: Graham County is a small, close knit community where most activities revolve around the school. The school is described as the HUB of the community. Community leaders work collaboratively with the LEA to support ALL students. Students are invited to work with various businesses, government, and industry leaders in internships and shadowing. Community leaders are invited to participate in activities and be presenters to students. Community leaders get involved in activities such as robotics teams, Science Olympiad, Science night and other STEM activities as planned.

Practice B

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

District Response: Parents are invited to an annual meeting where information is shared about the AIG program, AIG plan, and various opportunities for students. It is the goal of the AIG Committee to make sure that the AIG link on the Graham County Home page contains information regarding the plan and policies relating to gifted.

The district has access to an automated communication system that is used to call parents about meetings and activities. Also, letters are sent home so the communication between the school and home can be maintained.

Practice C

Establishes and utilizes an advisory group to develop, implement, and monitor 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 and families, AIG teachers, and other instructional and support staff.

District Response: An advisory group/team AIG Committee) is representative of the district population and comprised of community members, teachers, guidance counselor, school psychologist, AIG specialist, AIG Coordinator, school administrator, AIG parents, two AIG students,

Indian Education Coordinator, ESL representation, and a business leader. This group helps in the planning and monitoring of the AIG program for Graham County Schools.

Practice D

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

District Response: 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 a annual parent meeting, notes home, newsletters, and the development of an AIG link on the schools homepage.

When necessary the local paper can be used to share information about upcoming events or opportunities. Attention give to the native language of students and every effort is made to make sure that information is shared in that native language.

Practice E

Forms partnerships with institutions of higher education, local business and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

District Response: 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. The AIG Specialist and AIG Coordinator, along with the AIG Committee with continue to foster these relationships that are not only important to the AIG population but to the general school population as well.

Ideas for Strengthen the Standard: * Continue to nurture community relationships and partnerships

Sources of Evidence: * AIG committee minutes, record of community member participation, record of Community opportunites for students.

Standard 6: Program Accountability

The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Develops a written AIG plan 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 LEA's school board and sent to SBE/DPI for review and comment.

District Response: The AIG Committee worked collaboratively to review, revise and submit the local plan for the AIG program. The plan was submitted and approved by the Graham County Board of Education on June 7, 2016.

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.

District Response: The AIG Committee meets bi-yearly to review mid-year and end-of-year data. The focus of this group is to review data, student progress, program components, and look at how the program plan is being implemented.

This group helps to ensure that the program plan is being put into practice. Interim reports are completed at the district level with the AIG Coordinator and administrative assistant staff. Input is gathered from the AIG Committee and the AIG Specialist.

Practice C

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

District Response: The AIG Coordinator works closely with the Finance Director to monitor state funds allotted for the AIG program. Unfortunately, because of the small ADM the state funds barely cover the salary and benefits of the 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, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.

District Response: The AIG Committee meets bi-yearly to review mid-year and end-of-year data. The focus of this group is to review data, student progress, program components, and analysis student progress. The AIG Coordinator follows AIG students to record information on student camps, leadership opportunities, scholarships, college applications, AP scores, and internships that Graham County AIG students attend and/or receive.

Information will be collected on AIG students that include: EOG scores, EOC scores, AP Scores, ACT and SAT scores, AIG student dropouts, AIG student disaggregation by gender, ethnicity, and information on underachieving AIG students.

Practice E

Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: The AIG Committee meets bi-yearly to review mid-year and end-of-year data. The focus of this group is to review data, student progress, program components, and analysis student progress. All student groups are represented in the desegregation of data.

Practice F

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

District Response: Licensing and credentials of all personnel are kept by the AIG Coordinator. Every effort is made to ensure that all students receive the best instruction possible by the most qualified staff possible.

Practice G

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

District Response: Feedback is requested during parent meetings and meetings. The AIG Committee is a good cross segment of the community and their input is valued as is that of the community at large. All feedback is valued and taken into consideration when making decision about the implementation of the AIG program.

Practice H

Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

District Response: Graham County Schools is in the process of organizing a data team with representation from the elementary, middle, and high school. Each school level team will collect data from various sources and present to the LEA data team. The LEA data team will break the data down to capture information to help plan, implement, and improve all programs including the AIG program.

Practice I

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

District Response: Once the LEA data team desegregates data to get some understanding and meaning then information will be shared with the public through avenues that are already in place including: parent meetings, newsletters, school webpage, local newspaper, and curriculum nights.

Practice J

Safeguards the rights of all AIG students and their parents and families 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.

District Response: Graham County Schools has established written policies that safeguard the rights of AIG students and their parents/families. These policies ensure that each student AIG file contains a signed Permission to Evaluate form and a signed DEP or IDEP form.

The Gifted Education Program goals, objectives, and service delivery options of Graham County Schools should be clearly communicated to parents and guardians. If for some reason a disagreement exist between the parents or guardians and Graham County Schools when a child is not identified or over the appropriateness of services to the AIG student a process for resolving the disagreement is in place.

Transfer students are ensured placement and a continued plan to meet their needs. School Data Managers will inform the AIG coordinator and/or AIG Specialist when an identified AIG student enrolls. AIG records will be requested from the previous school and the AIG Specialist will meet with the parents and student to discuss students' needs, current plan, and what Graham County Schools can offer.

Ideas for Strengthen the Standard: * Development of a district data team

* Development of a plan to disseminate information about the evaluation of the AIG program to the public

Sources of Evidence: * minutes of data team meetings and documented data reports compiled by the data team

* evidence of how information is shared with the public about the AIG programs' effectiveness

Glossary (optional):

Appendix (optional):

framework.pub (*Other Forms - Standard 2*)