**Local AIG Plan Development –Planning Document**

**NC AIG Program Standard 1: Identification**

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

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| **NC AIG Program Practices**  **Standard 1** | **LEA Response** |
| 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. | Effective processes are in place for the purpose of screening, referring, and identifying students at all levels. These are articulated and disseminated to stakeholders through letters, phone calls, conferences, programs, and AIG websites. |
| 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. | Current identification practices employ multiple criteria including CoGat test results, student achievement (EOG/EOC scores), grade level proficiency, teacher recommendation, grades, and student performance. Records for students in the 3-12 Talent Pool are kept and used to support the case for formal identification. AIG facilitators at each school review standardized test data to screen students for potential AIG identification. |
| 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. | Gates County Schools are aware of the need to ensure that the potential of under-represented groups is recognized, nurtured, and served. Providing professional development along with collaboration with ESL and EC departments helps to ensure that the needs of students from all  populations are intentionally met. Professional development sessions are held throughout the year. The district AIG team will  implement a program to meet the specific needs of Gates County’s diverse population. |
| d) Implements screening, referral, and identification processes consistently within the LEA. | Screening, referral and identification processes are consistent at all levels. The majority of students are identified at the elementary school level. At the middle and high school levels, student search continues  as new information is gathered through objective testing results, referrals, parent requests, and the review of transfer students by the counselor and gifted facilitator, |
| e) Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families. | The AIG facilitator at each school maintains documentation on the identification process and the service options for each of his/her students and reviews these with their parents annually. Parents are provided copies of all documentation. Signed documents are maintained in student folders. Documentation is maintained for at least 3-5 years after high school graduation |

**Ideas/ Strategies for Strengthening the Standard:**

1. Provide professional development sessions.

2. Publish AIG Parent Guide on Website and distribute to AIG parents.

3. Review and revise current AIG forms.

4. Conduct further research on tools for screening, referral, and identification for under-represented

populations.

5. Utilize Power School to create and monitor Differentiated Education Plans for students.

**Sources of Evidence:**

1. Staff development session agendas

2. District and school websites

3. Revised forms in shared AIG folder

4. Feedback from Parent, Staff, and Student Surveys

5. Documentation of Differentiated Education Plan in Power School for identified students

6. Fall and Spring AIG Headcounts

7. AIG sub-group data

**NC AIG PROGRAM 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.*

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| **NC AIG Program Practices**  **Standard 2** | **LEA Response** |
| 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. | Teachers and AIG Facilitators adapt the NC Standard Course of Study to meet the needs of AIG students across the curriculum through the use of academic acceleration, enrichment groups, Credit by Demonstrated Mastery, distance learning, and community college dual enrollment. Internships within community businesses and organizations provide extension to the curriculum. | |
| 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. | Student interest surveys and learning style profiles are utilized to determine and create student learning groups. Individualized instruction is further enhanced through the use of technology for all students in grades K-12. There will be self-paced learning opportunitites for all students. |
| c) Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction. | AIG facilitators collaborate by sharing effective lessons/units and research-based materials. The AIG Coordinators share materials and instructional practices from conferences, regional  meetings, and gifted publications among themselves and with other teachers in support of the AIG students. Differentiated instructional strategies are shared through professional learning communities  (PLCs), and specific strategies are modeled by AIG facilitators for classroom teachers. AIG facilitators continue to use digital learning tools and select supplementary resources and programs to support the AIG curriculum |
| d) Fosters the development of 21st century content and skills at an advanced level. | Students are provided with the opportunity to participate in collaborative activities, including, but not limited to the following: service learning projects, peer tutoring/mentoring/teaching,  volunteer experiences, science and technological based projects, STEM activities/projects, enrichment activities, and book studies  are provided for AIG students. |
| e) Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices. | AIG facilitators, school data teams, and classroom teachers will work collaboratively to analyze assessment data to plan and differentiate instruction for AIG students. District-generated quarterly benchmark assessments are administered to help teachers inform their instruction. Assessment data is analyzed to provide service options for differentiated instrucion. |
| f) Creates affective curricular and instructional practices which support the social and emotional needs of AIG students. | The social and emotional needs of AIG students are being met through small group interaction, individual and group counseling, and a variety of resources provided by the AIG Facilitator and school counselors  In addition, the AIG facilitator and regular education teachers collaborate with the school counselor to ensure that social and emotional needs are met.  Links to online resources are also available to parents. |
| g) Cultivates and develops the potential of young (K-3) students through purposeful and intentional strategies and differentiated curriculum and instruction. | AIG Facilitators will nurture K-3 students who demonstrate higher ability skills and thinking. Teachers recognize the need for nurturing these young, potentially gifted students. Flexible groups are formed, Strategies and interventions are implemented to differentiate for these young students, |
| 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. | Collaboration among AIG facilitators, regular education teachers, ESL and EC teachers, and administrators occurs regularly through PLC meetings, team meetings, and leadership meetings. The focus of these meetings is to develop, share, and implement differentiated instructional strategies to meet the needs of the students. In addition, the progress of AIG students is discussed and monitored. Outside of the meetings, shared google docs and email communication among staff further the collaborative process. |
| 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. | A Differentiated Education Plan (DEP) is created for each student who is identified as AIG. The DEP offers an array of services and delivery options/learning environments based on student need, ability, and interest. Each student's DEP is reviewed annually by AIG facilitators and teachers serving the student and is shared with parents annually to ensure its effectiveness |

**Ideas/ Strategies for Strengthening the Standard:**

1. AIG Facilitators to meet with teachers of identified AIG students to share DEP and discuss services and strategies.

2. Expand enrichment opportunities for AIG students

3. Provide funding for enrichment opportunities.

4. Create flexible scheduling with assistance from administration.

**Sources of Evidence:**

1. Copies of meeting schedules and agendas

2. Copies of student and school schedules

3. List of enrichment opportunities

4. Survey data

5. Assessment data

6. AIG Budget

7. Student DEPs

**NC AIG PROGRAM 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.*

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| **NC AIG Program Practices**  **Standard 3** | **LEA Response** |
| a) Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. | The Gates County AIG team, consisting of the Chief Academic Officer and school AIG facilitators, is responsible for planning, development, implementation, and monitoring of the AIG program and plan. Members of the team attend regional and state meetings and conferences. The AIG team of facilitators meets throughout the  year with the district’s coordinator to monitor, discuss, and revise AIG program components as necessary. |
| b) Ensures that AIG-licensed specialists are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners. | The district employs a full-time AIG Facilitator at each school who explicitly engages in tasks that address the academic, intellectual, social and emotional needs of gifted learners. Additional teachers across the district are AIG certified or are currently working on AIG certification. Opportunities for the AIG facilitators to develop and demonstrate their leadership skills are provided through AIG informational sessions that they plan and deliver throughout  the schools, to parents, and to community groups. |
| 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. | Professional Development topics for personnel involved in AIG  programs and services are provided based on the needs of our students. Professional Development is provided by the AIG Facilitators. Additional topics related specifically to AIG students, Power Point presentations, articles, and other resources are available to all staff. |
| 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. | Every effort is made to group AIG identified students and strategically place them in regular education classrooms with teachers who are AIG certified or have completed professional development in AIG. |
| e) Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education. | Professional development opportunities are aligned with AIG program goals, district initiatives, and best practices in gifted education. |
| f) Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning. | AIG facilitators meet with special education, ESL, and regular education teachers to support, coach, and build support for AIG. District-wide professional development provide time for sharing sessions on best practices and for delivering specific training. The PLC  structure within each school and the use of technology further ensure that AIG facilitators and other teachers of AIG students are able to work together to support student needs. |

**Ideas/ Strategies for Strengthening the Standard:**

1. Ensure that each school has scheduled time for AIG Facilitators to collaborate with teachers and

deliver professional development throughout the year.

2. Provide professional development for all staff on best practices in gifted education, including

differentiation, social/emotional needs, identification and referral, and AIG under-represented

populations.

3. Encourage staff to obtain AIG licensure.

**Sources of Evidence:**

1. School schedules

2. AIG facilitators' schedules

3. Agendas/minutes from meetings

4. Professional Development Plan

5. PowerSchool data

**STANDARD 4: Comprehensive Programming within 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.*

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| 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. | The AIG Program consists of a large array of academic service options for elementary, middle, and high school students to meet the differentiated needs of our gifted population. Service options include, but are not limited to the following: clustering of AIG students, pull-out classes, course/grade acceleration, cross-age/grade placement, academic competitions, and dual enrollment. |
| b) Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA. | Service options aligned with AIG identification, goals of the program, and resources of the district are offered. Students receive instruction in courses and enrichment groups that align with their area of identification. |
| c) Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice. | Instruction for gifted students is aligned with the North Carolina Standard Course of Study. Student progress continues to be monitored through formative and summative assessments and quarterly benchmarks. Assessment results are used to plan instruction. Student growth data and proficiency results are analyzed. Instruction is differentiated for AIG students to ensure they receive challenging content and materials. |
| 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. | The district AIG webpage includes contact information for AIG facilitators, the current AIG plan, and links staff, students, and parent resources. AIG facilitators keep school staff informed of  important information and developments in gifted education. |
| e) Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. | Effective communication occurs among and between teachers and schools to effectively ensure that when transitioning from the K-3 Nurturing Program to the 3-12 AIG program, identified students are readily accessible to each other and they communicate clearly about students and appropriate service options. At key transition points (elementary to middle and middle to  high), the AIG facilitator ensures effective communication by clearly disseminating pertinent information to classroom teachers. AIG facilitators from feeder schools meet with teachers from their respective  receiving schools. Facilitators meet with regular classroom teachers and others directly serving the  students to review the Differentiated Education Plan. As students transition to the next level, facilitators  communicate regarding identified, nurtured/watched list students, including service options currently  provided to those students. |
| f) Facilitates collaboration among school counseling personnel, regular education teachers, AIG specialists, and others to address the social and emotional needs of AIG students. | AIG facilitators, school counselors, regular education  teachers, and other support staff collaborate on addressing the social and emotional needs of AIG students. |
| 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. | As governed by NC State Board of Education policy, the opportunity for acceleration may begin with early entrance to kindergarten. Students in elementary and middle schools are currently grade/course accelerated on a case-by-case basis. Distance learning and dual enrollment opportunities in college level courses are also available as means of acceleration. Compacted content and independent study is utilized at all levels of instruction. |
| h) Provides intentional programming for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. | AIG facilitators collaborate with ESL and EC teachers to widen the scope of screening efforts and to develop research-based instructional practices, lessons, and units of study that effectively meet the learning needs of gifted students from under-represented AIG populations. District subgroup data is analyzed to determine intentional programming for traditionally under-represented AIG populations. The curriculum is differentiated to meet the needs of a variety of learning levels. |
| i) Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students. | Schools offer extracurricular programs and events to AIG populations at all levels.  Some are academically-based, enhancing student development of important skills and concepts; others are interest-based and allow students to explore and acquire new knowledge and skills. Service  projects and a variety of clubs are available at all levels of elementary, middle, and high school. AIG programs are held and parents and community members are invited to see student participation. |
| j) Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students. | Flexible grouping practices are implemented throughout the district to facilitate effective instruction and support the growth of AIG students. Each school accommodates flexible grouping in support of the academic and social/emotional needs and areas of high interest of AIG students. A variety of data is analyzed (survey, growth, formative, benchmark, summative assessment, etc.) to determine the effectiveness of flexible grouping to support the growth of AIG students. |

**Ideas/ Strategies for Strengthening the Standard:**

1. Increase awareness of the social/emotional needs of the gifted learner through planned agenda

items at regularly scheduled staff meetings at the schools. AIG Facilitator will communicate with

administrators, counselors, teachers, and support staff.

2. Include social/emotional needs of the gifted learner as a topic for professional development.

3. Administer surveys to a variety of stakeholders to analyze AIG program effectiveness.

**Sources of Evidence:**

1. Staff meeting agendas/minutes

2. Professional Development session agendas/minutes and artifacts

3. Surveys

**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.

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| **NC AIG Program Practices**  **Standard 5** | **LEA Response** |
| 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 | Establish intentional, successful partnerships with parents, businesses and the local community in support of academic, intellectual, social and emotional needs of AIG students. |
| 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. | All AIG facilitators host parent meetings for parents of AIG students to share information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education. Phone calls and AIG webpages are valuable sources of information regarding AIG programming and services. |
| 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. | The district maintains and utilizes an AIG Advisory Committee comprised of the Chief Academic Officer and an AIG facilitator from each school. The committee assists with the development, implementation, and monitoring of the AIG Plan. |
| d) Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language. | AIG facilitators disseminate information to school personnel, parents, students and community through a variety of sources such as web pages, email, automated phone messages, and letters. The major policies and practices in gifted education (student referrals, screenings, appeals, informed consent, service options, and the AIG Plan) are available to all stakeholders. |
| 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. | Collaboration among families, institutions of higher education, local businesses, and other community resources assists the advanced learner and heightens the educational process. |

**Ideas/ Strategies for Strengthening the Standard:**

1. Publish and distribute a parent-friendly AIG Parent Guidebook.

2. Keep AIG websites current.

**Sources of Evidence:**

1. AIG Guidebook

2. AIG webpages

**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.

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| **NC AIG Program Practices**  **Standard 6** | **LEA Response** |
| 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. | Each plan cycle, the district develops an AIG Plan in accordance with State Board of Education policy. In this process, team members review surveys and other feedback from parents, teachers, students, and community members. The team generates  rich discussion through its completion of a self-assessment. The team reviews current practices, develops strategies for improvement, and identifies sources of evidence. Stakeholders are involved  throughout the process. The AIG Plan is approved by the local Board of Education and sent to the Department of Public Instruction for review, feedback, and approval.  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 District Team monitors the implementation of the AIG Plan in accordance with current legislation and state policies. The AIG facilitators ensure that the  program components are implemented with fidelity. Data is regularly analyzed to ensure consistency across schools. AIG facilitators document progress at their respective schools and report at district  meetings. |
| c) Uses and monitors state funds allotted for the local AIG program according to state policy. | The district effectively monitors and uses state funds allotted for the local AIG program in accordance with State of North Carolina laws, policies, and guidelines. The Chief Financial Officer and the AIG Coordinator collaborate to ensure all funds are expended according to established guidelines. Funds are efficiently utilized to meet the goals of the program by providing resources and professional development as needed. |
| d) Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students. | The district maintains, analyzes, and shares all student achievement and growth data with its stakeholders. School reports cards are distributed to parents and are posted on the website. Our data manager and Chief Academic Officer will monitor the drop data for AIG students. |
| 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. | The representation, performance, and retention of underrepresented populations in the AIG program is closely monitored. The performance of all student subgroups, including culturally/ethnically diverse, economically disadvantaged, English Learners, highly gifted, and twice-exceptional is disaggregated when analyzing overall school and district performance. |
| f) Maintains current data regarding the credentials of personnel serving AIG students. | The personnel department maintains current data regarding the credentials of personnel serving AIG students. Each school has teachers that are AIG certified and/or are working towards certification. |
| g) Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program. | Regular feedback from parents, students, and staff is elicited each year regarding  the implementation and effectiveness of the AIG program. Established parent meetings, Open House,  email communication, etc. are used to gather feedback throughout the year.  Surveys with questions aligned to the standards are distributed and results are analyzed. In  addition, AIG facilitators, administrators, and other teachers of AIG students seek feedback at  conferences, meetings, and parent nights. |

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| h) Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation. | Multiple sources of data are used to review and revise the AIG program. A  systematic program evaluation is conducted every three years to prepare, review, and revise the AIG  Plan. Multiple sources of data are analyzed to determine if changes are needed. |
| i) Disseminates all data from evaluation of the local AIG program to the public. | Progress is monitored and evaluated during each year of the plan and results are  shared at regular district AIG meetings. Th  Data is shared with the Board of  Education, Principals, School Improvement Teams, parents, and the community. |
| 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. | The district AIG plan is accessible via the district’s AIG webpage. Procedural  safeguards for resolving disagreements are outlined, in alignment with procedures followed by the  school system. Written policies to safeguard the rights of AIG students and their families are available  online, are distributed and reviewed annually with parents, and are used as a reference tool by each  AIG facilitator. The AIG Guidebook includes an outline of AIG student rights, identification, and  Services. |

**Ideas/ Strategies for Strengthening the Standard:**

1. Update and monitor information on the district webpage regarding identification, placement,

reassessment procedures, and transfers from LEAs.

2. Maintain a schedule of AIG Advisory Committee Meetings throughout the year to improve

communication.

**Sources of Evidence:**

1. District website

2. AIG Advisory Committee Meeting schedule/agendas

3. Annual data results