

Ashe County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2013-2016

Approved by local Board of Education on:

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Ashe County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, July 2009). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

As LEAs transition to the new AIG Program Standards, every LEA participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2010-2013. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2013-2016, Ashe County Schools local AIG plan is as follows:

Ashe County Schools Vision for local AIG program: The vision of the Academically/Intellectually Gifted Program of Ashe County Schools is to provide a differentiated education for all gifted students recognizing individual strengths, interests, and needs. It is our belief that academically/intellectually gifted students require differentiated educational services designed to meet their individual needs.

The Ashe County School System recognizes giftedness develops through discovering, nurturing, and fostering the potential of each child. Schools must provide learning environments where students feel free to take creative risks, offer conjectures, question assertions proposed by others, or find their own ideas challenged or confirmed without ridicule or fear of embarrassment. Parents and community are allies who have a critical impact in the cultivation of independent, self-reliant learners.

Sources of funding for local AIG program (as of 2013)

State Funding	Local Funding	Grant Funding	Other Funding
\$155351.00	\$36441.00	\$0.00	\$0.00

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DRAFT

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.

This practice is a Maintained Practice for 2013-2016.

Rationale: Ashe County Schools have articulated and disseminated procedures for AIG student identification by providing a letter for each fourth grade student outlining placement procedures, parent handbook, a county website link to the AIG programs and forms translated into Spanish. We still need to translate the parent handbook for Spanish speaking families.

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

Description: continue current practices as developed in the 2010-2013 plan update parent handbook in Spanish

Planned Sources of Evidence:

translated parent handbook in Spanish
parent handbook
parent letter to fourth grade students
website for AIG programs
forms in English and Spanish

Other Comments:

Practice B

Employs multiple criteria for AIG student identification, including 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 standardized measures that are based current theory and research.

This practice is a Maintained Practice for 2013-2016.

Rationale: Ashe County uses multiple criteria for AIG student identification as outlined in the 2010-2013 plan. These criteria have proven to be effective in identifying a larger population of eligible AIG students.

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

Description: There are two primary elements of the AIG identification process, 1) aptitude and 2) achievement. The Cognitive Abilities Test (CogAT) is administered to all fourth grade students in the fall as a screening tool that provides an aptitude score. This score along with multiple evidences of students' achievement are considered when searching for indicators of academic and intellectual giftedness.

AIG teachers work with regular classroom teachers to seek and identify students who qualify for AIG services. These students are considered for nomination and further screening to assist in determining their need for instructional differentiation through the AIG Program. Students may be identified for service in Reading/Language Arts and/or Mathematics. Student work samples that indicate advanced achievement, problem solving and reasoning, and advanced thinking are critical in this process. AIG teachers and classroom teachers will gather additional evidence of nominated students' achievement for review by the School Based AIG Committee. Evidence of gifted performance and behaviors may include:

- Student interest
- Motivation
- Grades
- Student work samples, products and performances in the area/s of strength or consideration
- Math and Literacy Profiles
- Student work that is beyond current grade level expectations
- Parent and teacher checklists
- EOG scores
 - Naglieri Non-Verbal Ability Test (culturally fair)
 - Individualized aptitude and achievement measures (KBIT and KTEA)

Students identified for the AIG program will receive service from the AIG Resource Teacher in each school. Service may include in-class support for differentiation of instruction and a pull-out service in which students may work with the AIG Resource Teacher each week or on long term projects.

Beginning in the 2010 school year, Ashe County Schools transitioned to the CogAT as more reliable predictor of student potential and aptitude for learning. We will continue to administer the CogAT to fourth graders at the beginning of the school year. A student can be nominated at any grade level for consideration. Students can be individually tested if other indicators warrant and the student is capable of accelerated and above grade level work.

Planned Sources of Evidence:

Student portfolios with work samples indicating gifted performance and some ability to work on above grade level objectives
Student profile sheets
EOG Scores in Math and Reading
CogAt Scores
Gifted behavior rating scales
Other assessment results as needed (i.e. KBIT, KTEA)
Report cards

Other Comments:

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.

This practice is a Maintained Practice for 2013-2016.

Rationale: All Ashe County fourth graders are administered a group aptitude test to initiate the screening process. Use of rank ordering of state EOG performance data provides more information on various student subgroups during the screening process. Screening checklists are culturally appropriate for nurturing and identification.

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

Description: The Ashe County testing coordinator will provide a list to each school of the top twenty percent of students' scores from across the district on standardized achievement tests, as available, for each of the following groups:

- each ethnic group
- identified ESL students
- identified Exceptional Children
- economically disadvantaged students
- district as a whole

All fourth graders are given an aptitude test and scoring percentiles are used to determine further screening.

Grades and a gifted behavior checklist are used as indicators of need for placement.

School personnel, parents/guardians, students and community members with academic knowledge of

students may submit nominations for students to be considered for possible identification as academically/intellectually gifted.

The AIG team at the elementary level will then compile a master pool of students to be considered for placement. The AIG student eligibility profile should be completed for students in this pool.

At the middle school level, the AIG coordinator will review student records through the school counseling office for possible placement recommendations.

At the high school level, budgetary constraints are prohibiting the employment of a full-time AIG coordinator.

Planned Sources of Evidence:

Rank ordering EOG data
Screening spreadsheet
Individual profile sheets

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Ashe County Schools are consistent in screening and identification procedures.

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

Description: We currently use the following:

Cognitive Abilities Test
End-of-Grade test scores
Classroom performance/grades
Teacher recommendation
Gifted Behavior Scale
Nominations by parents, community members, students, or peers

Planned Sources of Evidence:

Rank ordering EOG data
Screening spreadsheet
Individual profile sheets

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Ashe County Schools has in place a strong policy that safeguards the rights of AIG students and their parents/families.

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

Description: A letter is sent home to all fourth grade parents to inform them of screening and placement procedures. This letter is translated and sent home for ESL students as needed.

Any student, including transfers, may be considered for AIG placement at any time. Students who have been identified for AIG placement in other school systems will be placed in AIG programs in Ashe County Schools (contingent upon verification of previous placement).

Procedure to Resolve Disagreements

Planned Sources of Evidence:

The Procedure to Resolve Disagreement Policy
Placement documentation to receive a transfer student
Letter to inform parents of placement and identification procedures

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Communication with parents, teachers and administrators to clarify the procedures for identification and service options will continue to be updated and disseminated annually.

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

Description: During the past three years we have:
developed a parent brochure outlining AIG program information at all levels

created a Power Point presentation for use by AIG teachers for parent information sessions
created an Ashe County Schools AIG website, with links to schools in the district
updated parent handbook
translated placement forms into Spanish

We will maintain these communication practices and translate the parent handbook into Spanish.

Planned Sources of Evidence:

Updated versions of:

Parent brochure

Parent information presentation

AIG website

Parent handbook in English and Spanish.

Other Comments:

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.

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG Program supports teachers with strategies to differentiate the NCSCS and recognizes the need for ongoing professional development for AIG specialists, teachers, and administrators.

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

Description: To ensure appropriate and differentiated learning tasks for gifted students the North Carolina Standard Course of Study will be adapted according to the following:

A. Acceleration

- Fewer assignments to master standards
- Pre-testing for standard based skills
- Emphasis on higher-order thinking skills
- Subject level acceleration as needed

B. Complexity

- Multiple higher order skills used
- More variables to be studied
- Multiple resources required

C. Depth

- Multiple applications used to study concepts
- Research conducted
- Products developed

D. Challenge

- Advanced resources utilized
- Sophisticated content
- Cross-disciplinary applications

E. Creativity

- Alternative tasks, products, and assessments

Oral and written communication to a real world audience emphasized
Opportunities for student interest-driven learning and products

While formal services begin with identification and service delivery at grade 4, students in grades K-3 who are recommended and identified may receive consultative service to incorporate differentiated learning in the regular classroom. Cluster grouping, curriculum compacting, tiered assignments and grade or subject acceleration may be used to meet students needs.

Planned Sources of Evidence:

Lesson plan goals and objectives
Student achievement
Professional Learning Communities meeting minutes
Differentiated Education Plans (DEPs)
Student work samples and portfolios

Other Comments:

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.

This practice is a Maintained Practice for 2013-2016.

Rationale: Diverse and effective instructional practices are employed in the enrichment pullout programs and in the general education classrooms.

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

Description: Ashe County Schools nurtures students to develop their educational potential in grades K-3. Criteria is in place to identify high performing primary students.

Gifted students in grades 4-6 are served through enrichment pullouts in language arts and math. Sixth graders receive advanced language arts with a gifted specialist on a daily basis. Specialists design curriculum units that integrate skills in all content areas.

Middle and high school gifted students are offered advanced classes for all content areas. In addition, high school students are offered courses through Wilkes Community College and NCVPS.

Planned Sources of Evidence:

Primary Educational Thinking Skills Program (PETS) checklist
Resource notebooks
AIG specialist schedule
Differentiated Education Plan (DEP)

Middle school student schedules
High school transcripts

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Ashe County schools employs a variety of research based resources which enhance curriculum and instruction.

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

Description: Ashe County uses the following research-based resources to enhance instruction:

Letterland
Reading Foundations
Jacob's Ladder
Primary Educational Thinking Skills
Carnegie Math
Math Investigations
Reading 3D
DIBELs Next
Paideia Seminar

Planned Sources of Evidence:

Student Portfolios
Planning meeting minutes
Assessment data

Other Comments:

Practice D

Fosters the development of 21st century content and skills by infusing the following at an advanced level: high-level content for global awareness, civic and economic literacies, and health awareness; critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems, and operations in challenging research contexts; creativity and innovation; real-world learning in local, regional, and global contexts; and applied life

skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.

This practice is a Maintained Practice for 2013-2016.

Rationale: Ashe County Schools fosters the development of 21st century content and skills. For example, all classrooms are equipped with a Smartboard and projector. Many classrooms have document cameras, scanners, Flip and digital cameras, and webcams.

Greater emphasis will be placed on developing collaborative problem-solving, communication skills and gifted behaviors in all children.

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

Description: Since transitioning to the Common Core and Essential Standards, 21st century content and skills are infused at an advanced level.

Planned Sources of Evidence:

Teacher observations/evaluations

Student products

Unit/lesson plans

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Ashe County Schools use both formative and summative assessments to analyze student data. However, our teachers need additional training and strategies to effectively use data to inform differentiated planning and instruction.

Goals: Provide professional development in the analysis of data that will impact instructional practices.

Build common understanding and application of the purposes of formative and summative assessments.

Provide support for learning in Professional Learning Communities.

Description: Ashe County Schools use ClassScape, Study Island, and DIBELs Next. However, teachers are not clear about which information provides reliable guidance for instructional planning.

AIG teachers and administrators will provide support for Professional Learning Communities that promote opportunities for teachers and administrators to analyze and use hard and soft data to plan and implement lessons that meet individual student needs.

Planned Sources of Evidence:

Classroom Observations

Teacher PDPs

Lesson Plans

Profession Learning Communities' meeting agendas and minutes

Diagnostic Data

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Gifted students have unique social and emotional needs that must be met in order to maximize their learning and develop positive relationships.

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

Description: Administrators, teachers, and counselors in Ashe County Schools will help students make the best academic and personal choices to promote their total growth and well-being.

Planned Sources of Evidence:

AIG local plan is made available to ALL teachers in Ashe County Schools

Student schedules will demonstrate appropriate placements

A list of middle and high school extracurricular offerings

Handouts/materials which highlight community and higher education offerings

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: AIG Specialists are engaged in K-3 classrooms on a regular basis.

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

Description: Ashe County's AIG plan supports efforts to nurture students in developing their educational potential, especially in kindergarten through third grade, without formally identifying students. AIG Specialists will implement, model, and monitor PETS (Primary Educational Thinking Skills Program) in 1-3.

Planned Sources of Evidence:

Teacher observations of student performance, documented on the PETS checklist in small group and whole group settings.

Other Comments:

Practice H

Ensures collaboration among AIG personnel and other professional staff, including exceptional children's personnel and others related to AIG students, to develop and implement differentiated curriculum and instruction.

This practice is a Maintained Practice for 2013-2016.

Rationale: Although much progress has been made for AIG specialists to communicate effectively with regular classroom teachers and other professional staff, other avenues will be explored to further enhance effective collaboration.

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

Description: There are only four AIG specialists in Ashe County. However, these specialists are involved with alignment of the NC Standard Course of Study in the current development of pacing guides. AIG teachers will work with Professional Learning Communities and in some cases provide professional development in differentiation strategies for all children.

Planned Sources of Evidence:

Meeting minutes
Pacing Guides
Enrichment/extension activities and resources

Other Comments:

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 students, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, a continuum of services, and support school transitions.

This practice is a Maintained Practice for 2013-2016.

Rationale: Ashe County Schools provide each academically gifted student with a DEP (Differentiated Education Plan). This plan is reviewed and affirmed by parents, teachers, and students annually to ensure appropriate delivery of services.

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

Description: Reviews of current placement are conducted at the end of each academic school year to assess each child's performance, affirm continued placement, and facilitate transition to the next setting.

Planned Sources of Evidence:

DEP (Differentiated Education Plan)
Instructional Objective Form

Other Comments:

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.

This practice is a Focused Practice for 2013-2016.

Rationale: The former AIG licensed coordinator has resigned her position with Ashe County Schools. An effort will be made to reestablish this position within the next fiscal year. Each of our three elementary schools and the middle school employs a state licensed AIG Specialist to help implement the AIG program. We do not, however, have a specialist or lead teacher to supervise or monitor our program at the high school level.

Goals: Requirement of new AIG coordinator to hold or obtain an AIG license.
Assign the monitoring of the AIG high school program to a licensed AIG specialist or lead teacher.

Description: Lack of AIG licensed director and supervision at the high school are concerns under this practice.

Planned Sources of Evidence:

Appointment of an AIG Coordinator.
Appointment of an AIG Specialist or lead teacher to monitor the high school AIG program.

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: AIG specialists are engaged in and focused on tasks for gifted learners.

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

Description: This practice is evidenced by the following:

elementary resource pull out
middle school/ high school advanced courses
parent meetings
faculty meetings
collaboration with classroom teachers and other support personnel

Planned Sources of Evidence:

Contact logs
Parent meeting/ signed paperwork
Class schedules
Lesson plans

Other Comments:

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, exceptional children's personnel, counselors, and school administrators.

This practice is a Focused Practice for 2013-2016.

Rationale: Currently Ashe County Schools does not mandate professional development for personnel working with AIG students. However, students in regular education classrooms benefit from differentiated instructional strategies and the nurturing of gifted behaviors.

Goals: AIG specialists will work with school and central office administrators to determine a minimum expectation for instructional staff to attend professional development in meeting the needs of the gifted learner and nurturing gifted behaviors.

Description: Ashe County will set a minimum expectation for professional development related to AIG services. Professional development opportunities in differentiation strategies and the social and emotional needs of gifted learners will be offered each calendar year.

AIG teachers will model differentiated lessons in regular education classrooms.

Planned Sources of Evidence: SEA System data
Professional Development Opportunities
Human Resource Management System (HRMS)

Other Comments:

Practice D

Places AIG students in general education classrooms with teachers who have met the LEA's professional development requirements for that position or have earned an AIG add-on license.

This practice is a Focused Practice for 2013-2016.

Rationale: Based on the philosophy that "students who are gifted are gifted all day long," Ashe County Schools will promote staff development opportunities for regular education teachers that will strengthen strategies for working with gifted students in the regular classroom.

Goals: Put an emphasis on increasing professional development in practice "C" and build a cadre of teachers who have additional training in AIG professional development.

Description: Ashe County Schools will investigate opportunities to assist teachers in meeting the LEA's criteria, once it is established.

Planned Sources of Evidence:

Increased number of teachers who have met the minimum LEA requirements for professional development.

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: With the implementation of the new Common Core Curriculum, all staff development has focused on creating county wide pacing guides, rigorous assessments, and differentiating for the needs of all learners.

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

Description: Met with county wide and school wide Common Core teams and developed common pacing guides to be used at each grade level. AIG specialists have conducted professional development that provided resources and instruction on differentiation.

Planned Sources of Evidence:

Common pacing guides
Sign in sheets
SEA System data

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Due to the implementation of the new Common Core Curriculum, all professional development opportunities are aligned with state and national teaching standards and include 21st century skills and content at advanced levels.

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

Description: Since transitioning to the Common Core and Essential Standards, 21st century content and skills are infused at an advanced level.

Planned Sources of Evidence:

SEA System data
Common pacing guides
Standard Course of Study

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: AIG specialists collaborate with each other to implement the program and provide professional development. Specialists share ideas with regular classroom teachers on how to differentiate instruction for AIG students.

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

Description: AIG specialists create specific lessons based on NCSCS (North Carolina Standard Course of Study) and the needs of gifted learners. Specialists will continue to share with classroom teachers and other professional staff to develop more collaboration that will enhance higher order thinking skills and strategies across the curriculum.

Planned Sources of Evidence:

Completed lessons/units
PLC (Professional Learning Community) meeting minutes
Grade level meeting minutes

Other Comments:

DRAFT

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Ashe County Schools presently employs three AIG specialists who serve AIG students in our three elementary schools. A literacy/AIG specialist supervises the AIG services at our middle school. Presently, our high school program is without adequate support to ensure AIG services.

Goals: Ashe County Schools will appoint an AIG certified person to oversee the AIG services at the high school.

Description: This designee will assist AIG students with registration, making sure AIG students and parents consider the honors and advanced classes afforded them. The designee will also maintain current placements and AIG headcount at the high school.

Planned Sources of Evidence:

Student schedules reflect appropriate placement for AIG services
Headcount reflects efficient and timely data

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Ashe County Schools considers an array of service options when making

recommendations for individual gifted students.

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

Description: Program Service Options are based upon a careful analysis of individual student abilities and needs.

At grades K-3, AIG specialists provide consultative services for gifted students who are identified as needing differentiated instruction. The AIG teacher collaborates with the regular education teacher and any other instructional staff who work with the student to identify strategies. Such strategies and modifications may include:

- Grade and/or subject advancement
- Curriculum Compacting
- Cluster Grouping
- Special interest projects and units of study

In grades 4-6, AIG identified students work with the AIG teacher weekly for differentiated units of study, tiered assignments, and independent study. AIG students are clustered by the area of identification for instruction in the regular classroom, and the AIG specialist provides resources and instructional suggestions for the classroom teacher. AIG students may also be considered for grade and/or subject advancement if evidence warrants.

In grades 7-8, AIG students are placed in advanced courses. The literacy/AIG specialist facilitates student-driven projects in small group settings. Additionally, the specialist provides resources, suggests instructional strategies, and models lessons for classroom teachers.

In grades 9-12, AIG students are offered advanced and AP courses (online and on campus) as well as dual enrollment in community college and university level courses.

Planned Sources of Evidence:

Class rosters/AIG headcount
Local funds allocated for AIG services
Flexible cluster group rosters
Dual enrollment records

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Ashe County Schools offers a continuum of service options designed to provide a rigorous

academic curriculum, to enhance and nurture all students' strengths, and to provide enriching educational experiences for students.

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

Description: AIG teachers support and model the use and development of differentiated units and lessons using 21st century content and skills. AIG teachers provide professional development and support for teachers in their schools to differentiate the NC Standard Course of Study objectives. AIG teachers consult with teachers in Professional Learning Communities in grades K-8 to provide support for planning instruction for gifted students.

In grade 9-12, students are served through course selection, dual enrollment, and online courses.

Planned Sources of Evidence:

Classroom observations
Program evaluations
AIG student folder data
Grade level, cross grade level, multidisciplinary collaborative planning
DCPs, DEPs
School Service Delivery Plans

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG plan will continue to be a joint effort of many stakeholders in the LEA. The plan is a catalyst for rigorous AIG instruction.

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

Description: AIG Specialists will collaborate with teachers, school administrators, and support staff to deliver relevant information concerning the local AIG program and plan.

Planned Sources of Evidence:

Agendas, minutes, etc. from collaborative planning meetings
District and school web sites

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Ashe County Schools employs three AIG Specialists who work with the three elementary schools respectively. The AIG services in K-6 are consistent and relevant. However, gaps are evident at the middle and high school levels due to a lack of personnel to oversee the programs and to make sure transitions are smooth.

Goals: Establish procedures for transition between middle school and high school.

Description: A certified AIG staff member will be appointed at the high school to ensure a smooth transition for students leaving the middle school. This designee will also ensure services are matched to students' individual learning needs.

Planned Sources of Evidence:

High school registration will reflect appropriate placement for AIG students
Consistent AIG services for students in grades K-12
High school parent meeting

Other Comments:

Practice F

Ensures collaboration and involvement among regular education teachers, exceptional children's teachers, other specialists, instructional staff, parents/families, and administrators to provide differentiated programming and services.

This practice is a Focused Practice for 2013-2016.

Rationale: AIG committees are established at the elementary and middle schools. However, there is a need to focus on developing an AIG committee at the high school level that will help the appointed AIG designee make placement and service decisions.

Goals: To establish an AIG committee at the high school level.

Description: Our LEA will continue to forge open communication with parents regarding the AIG placement of students, the differentiated services available to gifted students, and involve parents and other community members as allies to enrich and extend the learning opportunities for advanced learners.

Planned Sources of Evidence:

Parent Handbook
DEP (Differentiated Education Plan)
Stakeholder meeting minutes.

Other Comments:

Practice G

Ensures that school counseling personnel, regular education teachers, AIG specialists, parents/families, and others collaborate to address the social and emotional needs of AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale: Ashe County Schools provide a comprehensive program of support services at the elementary and middle schools. However, there is a need for more interaction between the high school counselors and the identified AIG students to address their social and emotional needs.

Goals: Provide social and emotional support through the guidance office and other support staff.

Description: Studies indicate that gifted students often need help in coping with concerns such as perfectionism, developmental rates that differ from their peers, heightened sensitivity, academic stressors, and college and career planning. Like other students, they sometimes experience emotional or behavioral difficulties, depression, disabilities, problems with relationships, or pressures that affect their learning and adjustment. Like all human beings, gifted students face the challenge of living in a complex and confusing world. Therefore, the guidance office will work with the AIG designee to distribute an AIG headcount list to all instructional staff so they will be aware of the gifted population they are serving.

Planned Sources of Evidence:

List of AIG headcount disseminated among instructional staff
Student survey

Other Comments:

Practice H

Articulates and implements a process for accelerative instructional and placement options when an appropriate body-of-evidence indicates that such a practice is warranted for an individual gifted learner.

This practice is a Maintained Practice for 2013-2016.

Rationale: Ashe County Schools offers Service Option D: An education plan for gifted students who

require intensive support and individualized services. This service option may be reflected in differentiated education plans advising grade acceleration, early admission to school, advanced placement courses, or similar services. This option also includes the identification of students in grades K-3 who may require individualized services.

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

Description: In K-3 service option D is based upon strong student interest and motivation. The indicators for service option D include teacher recommendation, principal recommendation and an aptitude and achievement score at the 98th percentile on an appropriate individual measure recommended by the school psychologist.

Our LEA follows the state guidelines when reviewing for early entrance to kindergarten. These guidelines include:

- a) Aptitude (Score at the 98th percentile on a standard individual test of intelligence such as the Stanford-Binet, WPPSI, Kaufman-Anderson, or other comparable tests administered by a licensed psychologist)
- b) Achievement two to three years beyond peers (Score at the 98th percentile on either reading or mathematics on a standardized test of achievement)
- c) Performance (Observations, student work samples, informal reading assessment)
- d) Observable Student Behavior (Social and developmental characteristics, as documented through two recommendation letters from preschool teachers, pediatricians, or other adults with knowledge of the child. Checklists may also be used for support in this area)
- e) Motivation/Student Interest (Observations, interviews with the child which document a great deal of knowledge or extreme interest on the part of the child)

Parents wishing to submit a child for consideration for early admission to kindergarten shall present the required information within the first thirty days of the school's instructional year. All supporting testing must be given after April 16. If the child is admitted to kindergarten, the principal may rescind his/her approval based on substantial evidence that the child is not adjusting satisfactorily to the school setting. (N.C. House Bill 1099)

Students in grades 4-6 and 7-8 are placed in Service Option D if student scores total 30 or more points and aptitude is at the 98th or 99th percentile.

Students in grades 9-12 are offered the opportunity to enroll special schools such as: NC School of the Arts and the NC School of Science and Math, dual enrollment, satellite/online courses, and Governor's School.

Planned Sources of Evidence:

Individual Student Eligibility Form
Grade acceleration
Early entrance to kindergarten

Other Comments:

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Our LEA is cognizant of diversity in the identification of AIG students. Once identified, students of all ethnicities, economic status, and AIG populations are provided with a curriculum framework based on acceleration, complexity, depth, challenge and creativity.

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

Description: Acceleration: fewer assignments to master standards, pre-testing for standard based skills, emphasis on higher-order thinking skills

Complexity: multiple higher order skills used, more variables to be studied, multiple resources required

Depth: multiple applications used to study concepts, research conducted, products developed

Challenge: advanced resources utilized, sophisticated content, cross-disciplinary applications

Creativity: model construction based on criteria, alternative tasks, products, and assessments, oral and written communication to a real world audience emphasized

Planned Sources of Evidence:

Lesson plans

Teacher professional development plans

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Ashe County Schools offer numerous extra-curricular programs and events.

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

Description: Examples of extra-curricular activities both in and out of the classroom are:

-Battle of the Books

-Jr. Battle of the Books

- Science Fair
- Spelling Bee
- Duke TIP (Talent Identification Program)
- Science Olympiad
- Governor's School
- Leadership Programs sponsored by local businesses
- Young Author's Contest

Planned Sources of Evidence:

Student Transcripts
School Webpages
Newsletters

Other Comments:

DRAFT

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 academic, intellectual, social and emotional needs of AIG students.

This practice is a Maintained Practice for 2013-2016.

Rationale: Our website, brochure, and handbook will continue to be updated.

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

Description: The website will reflect collaboration with related community groups. Meetings, agendas, and minutes will be accessible via the website. The brochure will outline identification criteria and AIG resources.

Planned Sources of Evidence:

Brochure
Website
Handbook
Meetings with Stakeholders (minutes)

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Our LEA actively shares information with parents and other stakeholders through parent meetings, brochures and handbooks.

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

Description: Realizing the potential of technology, we plan to digitalize all information regarding AIG plans, policies, and procedures.

Planned Sources of Evidence:

District Website
Parent Handbook
Signatures on placement documents

Other Comments:

Practice C

Involves stakeholders, reflecting the diversity of AIG parents/families and the community, in the development, implementation, and monitoring of the local AIG program and plan.

This practice is a Focused Practice for 2013-2016.

Rationale: Our LEA is attentive to the diversity in our community; however, we need to encourage more active participation among our stakeholders.

Goals: Increase the participation of the stakeholders in the development and implementation of the AIG program and plan.

Description: We will seek stakeholders from the community to assist with the local plan. Our LEA has access to the services of an interpreter to assist our non-English speaking families. This person is available to assist at AIG parent meetings. Our LEA employs a Student Service Director who disseminates information to the community and public at large.

Planned Sources of Evidence:

AIG Websites
Meeting minutes
News articles

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Hispanic population comprises most of Ashe County's ethnic diversity. Therefore, our LEA has made available some of our forms in Spanish.

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

Description: To increase the communication with our Hispanic population, we will translate all necessary forms into Spanish. We will also be cognizant of other ethnicities as Ashe County's population becomes more diverse.

Planned Sources of Evidence:

Translated forms

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: An intentional effort is made to include parents and other community stakeholders in activities and programs involving AIG students. Our LEA partners with Wilkes Community College, Appalachian State University, and community businesses to glean support for our AIG program.

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

Description: We have developed programs, some of which are curricular, that purposefully involve parents and community. For example, AIG specialists develop competitions which encourage parent participation, student interaction, and financial support from community agencies.

Wilkes Community College Campus Annex is adjacent to our high school which affords the opportunities for high school students to take advantage of the dual enrollment program.

Planned Sources of Evidence:

Partnerships
Student Portfolios
Student Performance

Other Comments:

Standard 6: Program Accountability

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

Practice A

Develops a written AIG plan describing the local AIG program in accordance with state legislation and SBE policy, which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

This practice is a Maintained Practice for 2013-2016.

Rationale: Ashe County Schools' AIG Plan is written in accordance with state legislation and policy.

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

Description: The Ashe County Board of Education and the administrative staff fully support the Plan for the Academically Gifted. This plan guides our efforts to serve and identify gifted students.

Planned Sources of Evidence:

Ashe County AIG plan

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: The Ashe County School System has developed a local plan for academically gifted students as a challenge to work toward excellent instruction for all students as required. However, additional input of stakeholders in the success and monitoring of the plan is needed.

Goals: To gather input from parents, administrators, teachers and students at the end of each school year to guide the the continuous improvement of AIG program services for students.

To create a Gifted Education Leadership Team that provides input and suggestions for the AIG program.

Description: Surveys will be distributed at the end of each school year to gather feedback from

stakeholders for improvement of the AIG program. A Gifted Education Leadership Team will be meet twice each year as an advisory group to support and guide the work of the AIG program.

Planned Sources of Evidence:

School-based programming
EOG and EOC data
Parent/Teacher/Administrator/Student Surveys
Stakeholders' Meeting Notes
Gifted Education Leadership Team meeting agendas and minutes

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Ashe County, like most other districts in North Carolina, has more than 4 percent of students who are academically gifted. Currently, Ashe County has 19.2% of students K-12 identified as Academically Gifted.

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

Description: Funds are allotted and monitored by the county's chief finance officer for the implementation of the AIG Program.
The state funds are supplemented by local AIG funds.

Planned Sources of Evidence:

Annual budget statement
Teacher licensure and PRC 034 funds
Receipts for materials and staff development

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: Our elementary and middle schools are maintaining, analyzing, and sharing student performance growth of AIG students. However, there needs to be more focus on AIG dropout data at

the high school level.

Goals: Increase analysis of AIG student growth data and drop-out data.

Description: A designee at the high school level will be responsible for analyzing student performance for high school AIG students.

AIG student growth data will be analyzed by AIG specialists and the Testing Director for program monitoring and goal setting purposes.

Planned Sources of Evidence:

NC Wise/ PowerSchool Data
EVAAS (Education Value Added Assessment System)
EOG/EOC Growth Data for AIG students
Drop-out data

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: In the 2007-2010 AIG plan, procedures were implemented that ensured systematic screening, identification, and placement of under-represented populations.

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

Description: Data is analyzed from every sub group during the screening process to ensure all students are considered for AIG placement.

Planned Sources of Evidence:

Screening and identification procedures
Screening pool data

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The personnel director maintains current data regarding licensure of AIG personnel.

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

Description: Our LEA utilizes the Human Resource Management System (HRMS) to manage the licensure and credentials of our AIG staff.

Planned Sources of Evidence:

Copies of all AIG specialists' license

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: Ashe County Schools does not have an advisory group that meets on a regular schedule.

Goals: To create a Gifted Education Leadership Team to provide input and suggestions for the AIG program.

To gather input from parents, administrators, teachers and students to guide the the continuous improvement of AIG program services for students.

Description: A Gifted Education Leadership Team will be created to provide input and suggestions for the AIG program. Members will include parents, teachers, administrators and other stakeholders who are representative of the school community. This team will meet two times each year beginning in the fall of 2013.

Planned Sources of Evidence:

Roster of Gifted Education Leadership Team members
Meeting agendas and minutes

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Feedback from stakeholders is critical to the successful monitoring and adjustment of the AIG program.

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

Description: The Gifted Education Leadership Team will develop and design surveys to gather feedback and suggestions for improvement of the AIG Program. Each AIG specialist will hold a parent communication session once each semester to encourage partnership and gather additional suggestions.

Planned Sources of Evidence:

Completed surveys
Survey results
Parent meeting attendance records

Other Comments:

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Our LEA reviews and revises the local AIG plan based on multiple sources of data.

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

Description: Our LEA uses the following sources of data to review and revise the local AIG plan.

EVAAS/EOG Scores
Surveys
Student Performance
Formative/Summative Assessments
Professional Learning Community (PLC) Meetings

Planned Sources of Evidence:

Survey results
EVAAS data
Meeting notes

Other Comments:

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale: Our data is discussed among personnel and AIG staff; however, we need to include data from evaluations in our parent letters, brochures, websites and school newsletters.

Goals: To include procedures for disseminating data to the public.

Description:

Planned Sources of Evidence:

Websites

Brochures
Newsletters
Parent Letters

Other Comments:

Practice K

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Ashe County Schools protects the rights of all AIG students through policies, procedures, and practices.

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

Description: Ashe County Schools has a policy addressing the procedures to dissolve disagreements.

Planned Sources of Evidence:

AIG Plan
Parent Handbook
District Website

Other Comments:

Glossary (optional):

Appendix (optional):

4-6 DEP revised.doc (*Appendix*)

7-8 DEP updated.doc (*Appendix*)

AIG Rubric on Products or Performance.doc (*Appendix*)

INDIVIDUAL STUDENT ELIGIBILITY FORM[1].doc (*Appendix*)

Indicators for Curriculum Differentiation Grades K-3 06-28-10[1].doc (*Appendix*)

Instruction Objectives Form Revised.doc (*Appendix*)

K-3 DEP updated.doc (*Appendix*)

K-3 Gifted Behavior Scale.docx (*Appendix*)

Procedure to Resolve Disagreements 06-28-10[1].doc (*Appendix*)

Revised Gifted Behavior Checklist.doc (*Appendix*)

School Site Decision Revised.doc (*Appendix*)

Screening Pool.xls (*Appendix*)

Student Pool Sheet.docx (*Appendix*)