

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

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Macon County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012). 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 to 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 2013-2016. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2010-2013, Macon County Schools local AIG plan is as follows:

Macon County Schools Vision for local AIG program: Macon County Schools will provide support and opportunities that assist gifted students in exploring and reaching their potential to become successful within the 21st century. We believe that all children have the right to an education proportionate with their learning abilities. Gifted children perform or show potential for performing at substantially high levels of accomplishment when compared with others of their age, experience, or environment. We believe that gifted characteristics are present in children from all cultural and socioeconomic backgrounds and require services that support their social, emotional, and cognitive needs. These students require differentiated services beyond those that are provided in the regular education program in order to achieve their highest potential. It is the responsibility of the entire Macon County School System staff to meet the needs of gifted learners through individualized differentiated instruction.

Goals of the Macon County Schools AIG Program:

- To provide learning experiences that address the academic, intellectual, and social needs of gifted students
- To development independent and self directed learners who generate questions, analyze, synthesize and evaluate information and ideas

8/8/2013

- To provide students with enrichment programs that expand their knowledge and afford opportunities to develop and demonstrate gifted behaviors
- To provide on-going professional development to teachers of gifted students
- To promote positive attitudes regarding gifted education through communication and collaboration among school staff, parents, and the community

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

State Funding	Local Funding	Grant Funding	Other Funding
\$203551.00	\$0.00	\$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.

This practice is a Maintained Practice for 2013-2016.

Rationale: Macon County Schools has a clearly articulated and implemented system for identification of AIG students. This system spans all grade levels and is designed to include children from underrepresented populations and underachieving gifted students. The process is made available to all administrators in written form and shared with teachers. In addition, the AIG Specialists at each school work with teachers throughout the screening, testing, and placement process.

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

Description: Building level administrators each have a written copy of the screening and identification process. In addition, AIG specialists communicate with teachers and counselors in grades K-8 regarding the process and timeline(s) for making referrals. The information will also be posted on the Macon County Schools AIG website so that parents and teachers can access it. Parents are notified of screening efforts by written and verbal communication. Information about this process will be discussed at beginning of the year faculty meetings and shared in a quarterly newsletter.

See the MCS AIG HANDBOOK.

Planned Sources of Evidence: Student records

AIG Handbook

Letters to Parents and Teachers

Quarterly Newsletter

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 Focused Practice for 2013-2016.

Rationale: Identification and placement of children into the AIG program is based on multiple criteria

which includes aptitude, achievement, performance, demonstrated characteristics of giftedness, and recommendation of the AIG team. A wide range of assessment options are utilized to include children with cultural diversity and those who may be underachieving. Careful consideration of all factors helps to determine if a student qualifies and the appropriate level of services and supports.

Macon County Schools recognizes the existence of students who fail to meet identification when solely using standardized tests scores and classroom performance. We will develop and deploy an alternative identification method which will utilize portfolio assessment to provide various, non-traditional methods of assessment.

Goals: Macon County Schools will create and implement a portfolio assessment method for identifying giftedness in their students.

Description: 1. Explore ways that giftedness can be identified through the use of portfolios.
2. Work with stakeholders to develop a method of portfolio assessment that will be appropriate for use in Macon County.
3. Establish the process through which the portfolio method will be deployed.
4. Implement portfolio assessment as appropriate for giftedness identification.

See APPENDIX A

Planned Sources of Evidence: Placement forms and student records
Records of meetings in which portfolio options are discussed
Process for use of portfolio assessment
Portfolio assessments on individual students

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: Macon County Schools AIG staff work with teacher and students using a variety of processes and assessment instruments in order to assist with identification of underserved populations with particular attention given to potentially gifted students from diverse backgrounds, those with language and/or cultural barriers, the economically disadvantaged, those among disabled populations, and the highly gifted.

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

Description: Identification and placement of children into the AIG program is based on multiple criteria which includes aptitude, achievement, performance, demonstrated characteristics of

giftedness, and recommendations of the AIG team. A wide range of assessment options are utilized to include children with cultural and language diversity, the economically disadvantaged, those among disabled populations, and those who are underachieving. Careful consideration of all factors helps to determine if a student qualifies and the appropriate level of services and supports.

Strategies included in the identification of underserved populations include:

- Nonverbal aptitude assessments
- Review of student developed portfolio
- Identification of characteristics of giftedness beyond typical high academic performance
- Training for teachers of characteristics of giftedness including those that are often behaviors that are not considered "teacher pleasing"
- Training for teachers regarding cultural diversity and the impact on student's educational performance
- Student and parental interviews
- Performance assessments
- Individualized testing of students

Macon County Schools Academically Gifted Program Approved Test List:

APTITUDE

Naglieri Nonverbal Ability Test
Otis-Lennon School Ability Test (OLSAT)
Stanford Binet Intelligence Scale
Test of Cognitive Skills (TCS/2)
Wechsler Preschool and Primary Scale of Intelligence-Revised
Wechsler Intelligence Scale for Children-IV Edition (WISC-IV)
Woodcock Johnson Tests of Cognitive Abilities-Third Edition (WJ-III)
Differential Ability Scale
Terra Nova
Comprehensive Test of Nonverbal Intelligence (CTONI)
Kaufman Assessment Battery for Children 2nd Edition (KABC-II)
Slosson Full Range Intelligence Test (S-FRIT)

UNIT

ACHIEVEMENT

North Carolina End of Grade/End of Course
Wechsler Individual Achievement Test-Second Edition (WIAT-II)
Woodcock Johnson Tests of Achievement-Third Edition (WJ-III)
Woodcock Reading Mastery Test-Revised/NU
Iowa Test of Basic Skills

MAT 7

Stanford

Please note that all tests administered will be the current approved edition or the edition recommended by best practices for AG identification.

Planned Sources of Evidence: Newsletter

Documentation of training

Student portfolios

AIG Forms available in Spanish

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: AIG Specialists work with teachers and administrators to ensure that the processes for screening, referral, and identification are consistent.

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

Description: Following timelines set forth in the AIG Handbook, AIG Specialists communicate with teachers and administrators to gather referrals, administer and score tests, and follow up with placement meetings. This communication takes place verbally and in writing. In addition, AIG Specialists are in weekly communication with school staff so that they can be made aware of students that need to be observed or reviewed more closely as part of the screening process.

Planned Sources of Evidence: Review of testing schedule and implementation

Student records

Written communication

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: Macon County Schools has developed an AIG Handbook that is available at every school and to each parent of an identified gifted student. This handbook outlines the policies and procedures that govern the program. AIG Specialists are well versed in the procedures and support administrators, teachers, counselors, and parents when there are questions. The handbook is included in this document as an appendix.

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

Description: The AIG HANDBOOK provides comprehensive descriptions of the processes of the program including:

- Screening and identification processes
- Placement procedures
- Service delivery options
- Rights of parents and students regarding informed consent for individualized testing and placement
- Reassessment of students
- Addressing transfers from other LEAs
- Resolving disagreements

See Appendices

Planned Sources of Evidence: AIG Handbook
County AIG Website

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: There is a well-defined process of maintaining documentation of the identification process and service options available for students. The process and plans are available in the AIG Handbook and an individual Differentiated Education Plan (DEP) is kept on each student and updated yearly, with parental involvement.

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

Description: Each identified AIG student has a DEP kept on file at their school. This document is reviewed annually by teachers, parents, and AIG personnel. The document is updated as needed to provide appropriate services for each gifted student in the Macon County School System.

Planned Sources of Evidence: DEP for each student
AIG Handbook

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 district wide initiatives regarding Common Core standards and Responsiveness to Instruction (Rtl) at the elementary and middle school levels provide a framework for adapting the Common Core to meet the learning needs of all students, including those of the gifted student. With the use of these tools, AIG students have opportunities to be engaged in Common Core at the pace and depth that is appropriate for their learning levels. By grouping students together in core content areas based on skill mastery, teachers are able to provide curriculum compaction and acceleration, and incorporate critical thinking skills, higher order thinking skills, technology, Project Based Learning (PBL), and creativity while covering the Common Core.

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

Description: Ensuring that the Common Core is adapted appropriately for AIG students takes place in a variety of ways.

At the elementary level, the Responsiveness to Instruction process allows students who master skills quickly to be moved onto more difficult content, to spend time exploring concepts in more depth, and to incorporate creativity and critical thinking into the standards.

At the fourth grade level, gifted students participate in a program tailored towards the Common Core and LEA goals. AIG Specialists collaborate with regular education teachers in planning and implementing assignments appropriate for identified gifted students. These assignments are aligned with essential standards in the core content areas, and will culminate each grading period with an off campus advanced learning experiential opportunity. Contracts and portfolios are utilized to gage the level of each student's participation. The AIG Specialist works with the regular education teachers to ensure that appropriate differentiation occurs.

In grades five and six, a specialized program exists for gifted students, taught by AIG Specialists. This program is designed for gifted and high achieving students, in order to ensure that their emotional, social, and educational needs are being met. The focus of the program is acceleration of curriculum and enrichment for students through the use of Project Based Learning tied to common core objectives. AIG Specialists also serve as an in-class differentiation specialist working closely with the regular education teacher to ensure that rigorous and relevant instruction is occurring for gifted students who chose not to be involved in the program.

At the seventh and eighth grade level, students will be in an advanced language arts and/or math classes that move at an accelerated pace, resulting in student completion of Algebra 1 while in middle school. In addition, the SCOS will be adapted to allow for exploration, research and more in depth study of objectives with support from the AIG Specialist.

At the high school level the students are exposed to adapted curriculum by participating in Honors and AP courses, dual enrollment and online courses.

Planned Sources of Evidence: Student projects and portfolios
Participation in Advanced Learning Experiential Opportunities
Student completion of advanced, Honors, AP and online classes
Teacher reports

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 Focused Practice for 2013-2016.

Rationale: Direct interaction in academic setting from AIG Specialists allows student access to diverse and effective instructional practices. Insuring that regular education teachers are providing an appropriate level of differentiation in the classroom is challenging. Many gifted students are given extra work rather than accelerated, exploratory, and enriching activities in the classroom setting. Macon County Schools will provide workshops for the regular education teachers focused on the topic of differentiation strategies for gifted learners.

Goals: 1. Increase regular education teacher knowledge of strategies and techniques regarding diverse and effective instruction for AIG students through workshops taught by the AIG Coordinator.
2. Create and distribute a resource list of effective instructional practices.

Description: The AIG Specialists provide wonderful opportunities for diversified instructional practices for gifted students. However, they do have limited time with them, especially in the lower grades. The AIG Specialists need a more consistent method for consulting with regular education teachers regarding ways to differentiate and provide diversity to meet the unique learning needs of AIG students.

The following strategies are employed to make sure that students are placed in classrooms that have diverse and effective instructional practices specific to their advanced learning needs:

- Cluster grouping of students for enrichment activities that are tied to the Common Core standards
- Quarterly assigned differentiation activities supported by the AIG Specialists that are aligned both with common core and experiential learning opportunities
- Block grouping in grades 5 and 6 with AIG Specialists as teachers
- Acceleration and advanced courses in middle grades and high school
- Ongoing training and support for regular classroom teachers

- Differentiation strategies that teachers can quickly access and easily implement

Planned Sources of Evidence: Workshop syllabus and attendance records

Outline of differentiation activities

Teacher reports

Class rosters showing grouping

Completion of advanced classes

Student data

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: Most of the supplemental resources in Macon County designed to augment curriculum and instruction have been purchased with a focus on their use in remedial situations. The AIG staff needs to explore options and receive training on materials and their appropriate use for augmenting curriculum for gifted students.

Goals: •Explore the current literature and develop a list of research based supplemental resources that are available for enhancing curriculum and instruction for AIG students.

- Talk with other counties to determine effective research based resources they have implemented.
- Continue to advocate for funding to support training and purchase of these resources.

Description: The AIG Coordinator will visit and talk with AIG staff from other counties to learn more about supplemental materials being used. We will attend conferences and regional meeting to expand our knowledge base. Workshops on STEAM and Project Based Learning will be attended by AIG Specialists. Internet resources will be utilized for research. We will confer with vendors about expanding the use of current resources to include meeting the needs of AIG students.

Planned Sources of Evidence: Information resulting from exploration of materials

Documentation of discussion related to decision regarding what materials should be implemented.

Documentation from training

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: The vision for Macon County Schools includes challenging all students to achieve their full academic potential to become successful in the 21st century. This district focus emphasizes the use of purposeful activities and opportunities for learning 21st century skills, which are incorporated into the instructional day. Macon County Schools utilizes technology in all capacities available. Students are encouraged to apply skills and knowledge in real world problem solving situations. These practices are implemented across all grade levels in each school.

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

Description: Strategies for teaching 21st century skills include:

- Problem and Project Based Learning
- PowerPoint presentations on global issues
- Summer institutes with focus on social studies, science, and problem solving
- AP and Honors classes
- Use of technology to communicate with people in other cultures/nations
- Research based projects

Planned Sources of Evidence: Presentations

Teacher Lesson Plans

Portfolios

Rosters of attendance in summer institutes

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Macon County Schools implements formative and summative assessments to help determine student mastery of skills and plan instruction based on student needs for acceleration and implementation of rigorous instruction and assignments.

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

Description: Teachers utilize on-going assessments within their own classrooms. Summative assessments are given regularly and the results are analyzed to provide teachers with information that is used to group students for remediation and acceleration. This information gives teachers the data to make informed decisions regarding appropriate instructional planning for each student and

facilitates differentiation.

Planned Sources of Evidence: Differentiation plans based on data from summative assessments

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: Regular education teachers and support staff within the school needs to have a better understanding of the characteristics of gifted students and how they differ from other students with regard to interpersonal and intrapersonal relationships.

At the high school level, we will implement advisory groups to ensure that students are receiving adequate counseling when choosing academic courses, and opportunities to engage socially with their academic peers.

- Goals:**
1. Increase regular education teachers, support staff and parent's knowledge of the characteristics of gifted students through staff development opportunities.
 2. Develop a quarterly newsletter to share with parents and teachers with a focus on sharing information about the social and emotional needs of gifted students and including strategies for addressing those in the total school environment.
 3. Explore opportunities to include school counselors in meeting these unique needs through small group and individual student support.
 4. Increase use of differentiation strategies in K-2.
 5. Group high school AIG students into advisor classes.

Description: •Book study including parents based on unique social and emotional needs of gifted students.

- Distribute quarterly newsletter with information on these topics.
- Collaborate with counselors at each school and assist in identifying students in need or more direct intervention and in developing support systems within the school.

AIG Specialists will consult with general education teachers in K-2 in order to support differentiation with curriculum and instruction, encouraging the use of cluster grouping, acceleration, advanced placement in specific content areas, and higher order thinking skills tied to common core standards.

AIG Specialists will work with the advisor teachers at the high school level to ensure students are receiving appropriate guidance when choosing academic courses. Students will have the opportunity to engage socially and emotionally with their academic peers.

Planned Sources of Evidence: Book study attendance roster
Copy of newsletter

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: District wide initiative, particularly the Responsiveness to Intervention approach, provide a framework for nurturing activities in young students. This process allows for early identification of advanced learners and students with potential giftedness. Rtl provides differentiated curriculum, in-depth study, and creative and critical thinking experiences. In addition, consultation with AIG Specialists supports teachers of young students to better recognize characteristics of giftedness. For those that are particularly high achieving, individualized plans for acceleration and enrichment are developed.

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

Description: Strategies utilized to have a strong nurturing program include:

- Supporting teachers in early identification of students with characteristics of giftedness
- Encouraging use of USTARS to assist teachers in differentiation for young students
- Consulting with teachers working with the advanced learner groups in the Rtl process so that students have stronger enrichment activities that tap into creative and critical thinking

Planned Sources of Evidence: Teacher reports
Student work samples and portfolio
Teacher documentation of training and consultation

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: Communication between AIG Specialists and other professional staff is one of the strengths of the Macon County Schools AIG program. The lines of communication are open and professional relationships support the sharing of information and the collaborative development and implementation of plans for gifted students. At each school there are processes and procedures in place that support the sharing of information about students with diverse learning needs and input from the comprehensive team in assuring student needs are met. The greatest barrier to this process is being able to find common meeting times to include all parties.

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

Description: Communication and collaboration occur in a variety of ways:

* Conferences in which all interested parties are involved

* Email and written communication

Notes from meetings

Student records

Teacher reports

Planned Sources of Evidence: Notes from meetings

Copies of email and other written correspondence

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: Macon County Schools follow the AIG plan and outlined procedures to insure that each student has a differentiated education plan that is kept in his or her AIG file. Annual review of the plan is coordinated by AIG Specialists and helps to make sure student needs are being met and areas of concern are being addressed.

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

Description: Upon placement into the AIG program, a Differentiated Education Plan (DEP) is developed for each child. The DEP is shared with students, parents, and staff. In cases where a child struggles to meet academic expectations, an intervention plan is developed by a team and reviewed frequently. For those students who are progressing, the DEP is reviewed at the end of each school year and plans for the coming year are discussed. During transition years, parents are given written information about what to expect in the coming years and are invited to meetings specifically for gifted students at the new school with the administrators.

Planned Sources of Evidence: AIG Plan

Student records

Agendas from meetings

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 Maintained Practice for 2013-2016.

Rationale: While the district level administrator does not currently have AIG licensure, the LEA AIG Coordinator and AIG Specialists do. All of these individuals collaborate on the district self-assessment, AIG Plan development, implementation, and revisions. This collaborative effort allows for comprehensive program planning, development, and implementation that meets the needs of gifted students.

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

Description: The AIG staff meets regularly to assess the program and make necessary improvements. The staff also plans for yearly program implementation, discusses staff development needs with regard to the AIG program, and reviews progress. In addition, the district administrator ensures that AIG program needs are included in district level assessment and improvement efforts.

The AIG Coordinator monitors the program in the following ways:

1. Meets regularly with AIG specialists to review practices and procedures (at least once per month);
2. Discusses AIG program implementation with principals at monthly administrator's meeting;
3. Reviews AIG student performance on summative and formative assessments;
4. Meets with stakeholders committee to review program and discuss strengths and needs.

Planned Sources of Evidence: Meeting notes
Plan revisions

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: The implementation of services for AIG students is one of the strengths of the Macon County School System. AIG Specialists provide direct service to students, as well as ongoing support to teachers of gifted students. AIG Specialists are experts in regard to differentiation of

instruction, consulting and collaborating with regular classroom teachers and parents, and in addressing the unique learning, social, and emotional needs of gifted learners.

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

Description: Activities of AIG Specialists include:

- Screening
- Identification
- Placement
- Direct instructional delivery
- Consultation with regular education teachers regarding differentiation including content acceleration, curricular modifications, contract and project based learning
- Planning and implementation of enrichment opportunities
- Advocating for AIG students and their unique needs with administrator, teacher and parents
- Working with counselors to address affective needs
- Assisting AIG students with transitions as they progress to the next educational level
- Working with AIG students to identify their individual strengths and talents

Planned Sources of Evidence: Placement into the program

Development of DEPs

Roster of participation in enrichment activities

Student work samples and portfolios, etc.

Enrollment in advanced, Honors, AP and online classes

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: Professional development for all staff in the area of AIG should become more of a part of the district wide staff development plan. Most of the focus has been on identifying essential standards, implementing the new common core, and assessing students' levels of mastery. Professional development needs to be required on the topic of differentiation strategies. We need to raise awareness and knowledge of the distinctive characteristics of gifted students and strategies for differentiating instruction to meet their unique learning needs.

- Goals:**
- 1.AIG Coordinator will present to the faculty at each school at the beginning of each year addressing the topics of: characteristics of gifted students; identifying gifted students; and differentiation strategies for gifted students.
 - 2.100% of certified staff will be made aware of the essential standards within our AIG plan.
 - 3.Offer a county wide professional development workshop each year, taught by the AIG Coordinator

focusing on gifted learners.

4. Increase the number of stakeholders that participate in professional development specific to AIG education by providing professional development monies in this area.

5. Promote advocacy for gifted education by establishing an annual book study program focused on gifted issues for parents and staff of Macon County Schools.

Description: Professional development regarding the AIG plan for Macon County Schools will be provided to every certified staff member on an annual basis.

A quarterly newsletter will be developed and distributed in order to increase knowledge and awareness regarding gifted education.

When planning district wide professional development, AIG program needs will be included.

Summer opportunities for training regarding differentiation will be offered.

A minimum of one book study per year focusing on various AIG issues will be offered for parents and staff members.

Planned Sources of Evidence: Participation rosters of faculty meetings at each school

Copies of newsletter

Participation rosters from other AIG staff development including book studies

Notes from district level professional development planning meetings

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: AIG Specialists employed by Macon County Schools have met all licensure requirements. At this time, teachers licensed in core content areas provide instruction to gifted students with the support and consultation from the county AIG Specialists. Macon County Schools is considering adopting a local AIG licensure program. Research on this special license option will be conducted by the AIG Coordinator, with the help of other AIG Coordinators in the western North Carolina region. This option will be available to all teachers in Macon County Schools to take advantage of. This will give teachers an additional option for license advancement without having to commit time or monies to taking college level courses.

Goals: Adopt a local licensure program for gifted education that has been created and approved by other school systems in western North Carolina.

Description: Students are served in core content areas taught by teachers that are highly qualified in that area. They are supported by AIG Specialists with licensure in gifted education. At this time, AIG

specialist provide consultation, program planning, and enrichment support to regular education teachers.

AIG Coordinators in the western North Carolina region are researching a local licensure program to implement in the next few years. This licensure program is being discussed during the regional roundtable meetings that take place each month. Macon County Schools is interested in adopting and establishing criteria for teachers to meet in order to gain a local license for gifted education. The AIG Coordinator will continue to be a part of these meetings, help research license options, and implement the license requirements when agreed upon by representatives of the area schools.

Training in differentiated instruction and essentials for working with gifted students will be made available for all teachers. In addition, consideration will be given, as part of the long term district professional development plan, to adding a requirement for professional development in this area.

Planned Sources of Evidence: Roundtable Meeting Notes

Research on local licensure programs

License criteria if comprehensive program is accepted and approved by Macon County School Board

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: Current district initiatives include: Responsiveness to Instruction, establishing Common Core Standards, and using predictive assessments to make informed instructional decisions. These align well with the need to provide differentiation and acceleration for AIG students.

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

Description: Planning for staff development is based on district priorities aligned with the strategic plan. Information used to plan staff development comes from various sources as well as analysis of data of student academic performance. Included in this data is information regarding success of AIG students. The AIG Director is a part of the planning team and advocates for including professional development that is aligned with the AIG plan and the needs identified through the self-assessment process each year.

Planned Sources of Evidence: District wide staff development plans

Meeting notes from planning meetings

Documentation of staff development offered

Information from AIG self-assessment outlining professional development needs

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: District professional development is aligned with state and national standards, and aligns with our district mission for all students to be successful in the 21st century. These requirements apply to all teachers, including those working with AIG students.

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

Description: Planning for staff development is based on district priorities aligned with the strategic plan. Information used to plan staff development comes from various sources as well as analysis of data of student academic performance. Included in this data is information regarding success of AIG students. The AIG Program Director is a part of the planning team and advocates for including professional development that is aligned with the AIG plan and the needs identified through the self-assessment process each year. In addition, an area of focus for Macon County Schools resulting from SACS accreditation is to become more knowledgeable regarding helping students become proficient with 21st century skills.

Planned Sources of Evidence: Staff development planning notes
Actual professional development

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 Focused Practice for 2013-2016.

Rationale: Lack of time for collaborative planning between AIG Specialists and classroom teachers has hindered the implementation and application of some skills and knowledge gained from professional development opportunities. Alternative methods of communication will be researched in order to overcome this scheduling issue.

The AIG Coordinator will establish a professional learning community (PLC) focused on giftedness in order to increase awareness and knowledge regarding gifted programming. This PLC will consist of teacher leaders from each school in the county. Team members will work together to researching strategies for working with gifted students; distribute said strategies to the teachers in their schools; and provide support for implementing them in the classroom.

Goals: 1. Explore alternatives to traditional planning sessions including use of email, SKYPE, blogging, teleconferencing, and online meetings.
2. Increase support from district and building level administrators to include AIG Specialists in grade

level meetings and planning.

3. Establish a professional learning community about gifted education.

Description: AIG Specialists and regular classroom teachers need to have more time for team planning and collaboration. Implementation of new scheduling processes and more inclusive ways of utilizing support staff will allow for increase opportunities for this type of collaboration. In addition, AIG Specialists will be included in school level and district wide grade level meetings with a brief time on each agenda to discuss issues related specifically to AIG issues. We will also explore ways to use technology to increase communication and improve collaboration. The AIG Coordinator will attempt to establish a PLC focused on topics of gifted education. Hopefully this PLC will produce a team of teacher leaders within the school system who will become advocates for gifted education and resources on the topic of giftedness for their colleagues.

Planned Sources of Evidence: Lists of alternative planning strategies
Logs from grade level meetings with AIG Specialists in attendance
PLC meeting notes

Other Comments:

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: Macon County Schools needs to make the array of services and program more comprehensive to insure that we are meeting the needs of AIG students in all aspects of their education. There should be a greater emphasis on meeting the emotional and social needs, providing more opportunities for interacting and relating with other advanced learners. Due to the geographic and demographic nature of our area there are often only one or two AIG students in a class and often a very small number within a grade at each elementary school. The students need to have increase opportunities for diverse learning environments and challenging group and social interaction with other students of similar ability and interests.

Macon County Schools has successfully implemented an advanced learners block in the intermediate school. The program creates an atmosphere for gifted students to engage socially with their intellectual peers. This program has been a success thus far, and we hope to extend it into the middle grades in the years to come.

Goals: •Increase collaborative social and learning opportunities for AIG students in elementary schools

- Encourage improved learning environments including Cluster grouping and block grouping to increase consistent exposure to enriched learning environments with similar students.
- Expand opportunities for social interactions between AIG peers and with older AIG students.

Description: We plan to meet these goals in the following ways:

- Implement quarterly, county wide events for elementary aged AIG students that are aligned with core content standard course of study.
- Use block ability grouping for language arts and math in grades 5-8.
- Provide consultative support to regular education teachers as they provide structured social and learning activities for advanced learners in core content areas.
- Encourage the use of collaborative learning groups, Socratic seminars, and project based learning to strengthen student social and networking skills.
- Provide opportunities for social interactions including book clubs, AIG lunch groups, Odyssey of the Mind, Battle of the Books, and other types of social activities.
- Explore options for a mentoring program and pair with high school AIG students with middle and elementary school students for social networking options.

- Use of Rtl enrichment time for K-3 students to engage in critical thinking, creative and socially interactive enrichment activities.

Planned Sources of Evidence: •Schedule and class rosters to show block scheduling of AIG students into advanced ELA and math classes.

- Completion of advanced course at middle and high school levels
- Letters, newsletters and media reports of quarterly county wide Advanced Learning Experiential Learning Opportunities
- Teacher reports of social activities that are developed and implemented
- Agendas and reports from enrichment activities
- Progress monitoring and portfolios from Rtl enrichment groups
- Report regarding results of exploration for the possibility of a mentoring program

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: AIG program and services are aligned with the goal of our local program and take in to consideration the needs of the student based on area of identification. Activities and learning opportunities fall within the scope of the resources of Macon County Schools. AIG support is available at all schools for students and in a consultative manner to regular education teachers. Resources are used for materials, activities, and opportunities for enrichment and advanced learning and for training for staff in areas of differentiation. Classes for advancement and increased rigor are available at middle and high school levels. Our students are encouraged to enroll in these classes based on the specific areas of giftedness identified.

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

Description: Classes are available at the middle school and high school for honors and advanced placement in language arts and math, as well as other areas at the high school level. In addition, high school students are able to participate in dual enrollment courses and online courses. We plan to increase opportunities for advanced math, with both Algebra and Geometry available at middle school. Additionally, there will be the option for foreign language to be taken as an elective at the middle school level. AIG students in grades 5 and 6 have the option for block grouping for language arts, social studies, science, and math which has opened the door for them to be successful as they advance through these higher level courses while in middle school.

At the grade 4 level, the alignment of the enrichment activities and Advanced Learning Experiential

Opportunities with Standard Course of Study will facilitate an increased depth of exploration and understanding of the common core standards in specific areas of giftedness and interest. The implementation of the Rtl process at all elementary schools offers a natural process for escalating levels of challenge and exploration for advanced learners at an early age, and covers a wide range of topics for learning.

Planned Sources of Evidence: •Schedule of students into advanced classes

- Student successful completion of AP, Honors, Dual Enrollment Classes
- Student successful completion of Algebra and Geometry at the middle school level
- Portfolios of student work on enrichment projects
- Student participation in Rtl groups
- Increased mastery of SCS for AIG students as indicated by Predictive Assessments and EOC/EOG exams.

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 Focused Practice for 2013-2016.

Rationale: In general the approach to meeting the needs within the regular classroom has been somewhat overshadowed by the needs of low performing students across the district. Much emphasis, time, and many resources have been channeled into learning and implementing strategies to assist low performing students. There has been a shift in priorities within the district to focus on implementing strategies in all areas to result in improved student achievement. We have assisted administrators in becoming more effective instructional leaders, raised awareness regarding the staff about the essential standards that need to be taught, and raised awareness regarding the diverse learning styles of all students. As a result, we are now able to expand our focus to the diverse learning needs of all student and effectively design and structure processes to connect the AIG students more completely into instructional policy and practice.

- Goals:**
1. Provide quality enrichment activities that are aligned with essential standards while allowing for creative and critical thinking and the development of a more in depth knowledge base.
 2. Integrate essential standard and pacing guides with new scheduling patterns to allow for acceleration through the curriculum and advanced placement based on mastery of skills.
 3. Provide on -going training with regard to differentiation and meeting the diverse learning needs of all students within the classroom.
 4. Provide resources and technology to assist in allowing AIG students opportunities for research and project based learning within the classroom

Description: District wide professional development emphasis is in areas of assisting all teachers with understanding the essential standards, learning multi modal avenues of instructing that meets the needs of diverse learners within the classroom, and making instructional decision on data

(predictive assessments). As a result, AIG students should have more opportunities to opt out of repetitious activities related to concepts already mastered and move forward into more in depth learning experiences.

In addition, administrators have received training and consultation in developing schedules that take into account the varying levels of student achievement and allow for remediation for low performing students, and acceleration and enrichment for advanced learners.

The Board of Education and leadership team for Macon County Schools believe that technology is essential to 21st Century Learning and have made a commitment to provide resources within the classroom to reach this goal. Access to technology and instruction in its use is an essential component of integrating AIG programs and services into the district as a whole.

Planned Sources of Evidence: •Documentation of Professional development

- Student Schedules
- Student performance in advanced courses
- Student portfolios
- EOG/EOC scores

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: Communication is an essential component to the success of the AIG program. Efforts are made by AIG staff to keep teachers, administrators, and support staff up to date with regard to differentiated instruction and policies and procedures related to the program. While our communication needs to be more structured, consistent, and purposeful the relationships among AIG staff and school level staff are positive and supportive. Most information is shared in informal settings on an as needed basis.

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

Description: The program director talks with the district leadership team and building level administrators during regularly scheduled meetings as part of district wide departmental updates. At the beginning of each year there is an overview and update regarding policies and procedures. Additionally, administrators are invited to participate as part of the stakeholder review team each spring, and the results of this self-assessment and planning are shared annually. AIG Specialists work with grade level teachers at the school level to implement the screening and identification process each year. They also meet both individually and with groups of teachers to develop and support the implementation of ideas for differentiation of the content and the learning environment for gifted students. AIG Specialists also work with teachers in developing enrichment opportunities for students in alignment with the standard course of study. Plans for improving communication and making it more consistent and purposeful, including quarterly

newsletters, an informational handout to be discussed at each faculty meeting at the start of each school year, and opportunities for book studies that address issues related to gifted education will be implemented.

Planned Sources of Evidence: •Agenda from administrative meetings

- Roster of attendance at book study
- Copy of Information Handout to be shared at faculty meetings
- Newsletters

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 Maintained Practice for 2013-2016.

Rationale: Transition times for students are a pivotal part of the educational process. We strive to maintain open and ongoing communication regarding student services and needs as they move from grade to grade. We are especially mindful of the importance of planned transition between schools at those critical points in time.

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

Description: The AIG Specialists provide information to teachers at the beginning of each year regarding the AIG students that are enrolled in their classrooms. The elementary AIG specialists meet with the middle school AIG teacher to review information regarding the students transitioning to that level. They made recommendations regarding level of services and give insight into unique learning and social issues of specific students. We also hold an open house or informational parent meeting for rising middle school parents to provide information about services that this level. In the past, the parents and students have been given general information at the high school registration session. We are now providing more specific written information about the services and opportunities available at the high school level for parents of gifted students. We have included information such as suggestions on who to contact to have questions answered and get assistance with scheduling decisions, and the process for how parents will be kept informed about student progress and participation during the high schools years. We have also successfully implemented a short AIG session at high school registration for parents to receive information and have questions addressed.

Planned Sources of Evidence: Parent meetings

Written information given to parents

Teacher report

Written plan for transition to high school

Written plan for sharing information at other transition points

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 Maintained Practice for 2013-2016.

Rationale: AIG Specialists provide the vehicle for collaboration among all staff and parents involved with AIG students. There are various ways in which information is shared so that plans can be developed to address needs for differentiated programs and services.

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

Description: AIG Specialists meet regularly with teachers, participate in student support team meetings, and coordinate parent teacher conferences when needed. They provide support and suggestions to teacher and parents with regard to differentiating instruction for students and ideas for parents to use in the home.

Planned Sources of Evidence: Notes from parent conferences and student support teams
Written communication
Parent and teacher report

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 Maintained Practice for 2013-2016.

Rationale: Increasing awareness of the special social and emotional needs that AIG students have is an ongoing effort within the AIG program. School counselors are available at each school to work collaboratively with AIG Specialists in identifying students that are struggling with issues in this area and develop plans to assist them. We also strive to help teachers understand more about characteristics of giftedness and how these can be manifested in social and emotional areas.

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

Description: AIG specialists are essential in working with parents and other school staff in identifying issues related to meeting the social and emotional needs of AIG students. Students have access to counseling and support, social skills training groups and problem solving skills building. School staff monitor for situations that indicate a need that should be addressed with an individual student or with groups of students. Counselors provide regular guidance activities that also focus on social and emotional issues.

Planned Sources of Evidence: Teacher report

Counselor report
Parent and student reports

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: Students are assessed individually to determine the need for accelerated instruction. Several kinds of data are used to assist in decision making.

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

Description: When various data suggests that a student needs individualized acceleration in specific areas there are several options:

- Skipping a grade
- Participating in specific content areas and advanced class
- Online courses and instruction
- Acceleration to complete high school classes while in middle school
- Dual enrollment

The need for acceleration and the appropriate means for acceleration are determined by a team consisting of school personnel, the student and the parents. Students that would be good candidates for acceleration are typically identified by classroom teachers. Parents may also request a student be considered for acceleration. The school based team reviews student data including any standardized test scores, past performance, current classroom performance. Additional data may be requested and could include individualized intelligence test, standardized achievement test, curriculum based assessment in a particular subject area. The committee reviews all aspects of the student including social and emotional status, motivation, ability to work independently and other pertinent factors. The committee then makes a determination of an appropriate plan for acceleration, if appropriate, identifies resources and personnel needed for implementation.

Planned Sources of Evidence: Documentation of individualized plans

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 Focused Practice for 2013-2016.

Rationale: As we become more effective with identification of students in underrepresented populations we will also become more intentional in implementing services for these populations.

Goals: * Increase knowledge of AIG specialists with regard to intentional services for underrepresented populations.

* Incorporate information regarding this standard into development of DEP and IDEPs

Description: Currently we do not have multiple strategies in place to provide intentional services to AIG students in underrepresented populations. AIG staff consults with teachers of ESL and twice exceptional students in order to better understand their unique learning needs. In addition all teachers in Macon County has been trained in the "Framework of Poverty" theory by Ruby Payne and this information is incorporated into strategies for working with AIG students from economically disadvantaged backgrounds.

Planned Sources of Evidence: DEP

Lesson Plans

Activities

Training for AIG Specialists regarding intentional services for underrepresented populations

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: Macon County School personnel realize the importance of experiential learning for AIG students. We work to provide opportunities for a variety of extra-curricular experiences as part of the AIG program, and to provide information and encourage participation in events and activities outside of the educational program.

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

Description: As part of the structure of the AIG program the AIG students have access to a variety of extracurricular events and opportunities. We sponsor events such as the egg drop, Battle of the Books, the Invention Convention, Field Trips (Cherokee, Pigeon Forge, Atlanta, and locally), summer camps, and activities on the campus of Western Carolina University. Students participate in math and foreign language competitions at Western Carolina University. When funding allows, we offer summer institutes for AIG students with opportunities for exploration in several areas of interest

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including local culture and history, technology, science, and literature.

As we become aware of opportunities outside of the school we provide information to families and encourage participation. These include SUPER Saturday in Asheville, summer camps, summer programs at Western Carolina University, and Odyssey of the Mind.

Planned Sources of Evidence: Written documentation of enrichment opportunities

Fliers

Student and teacher reports

Media reports

Other Comments:

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: Macon county Schools have strong partnerships with parents and the community. The AIG program especially benefits from input and support from those outside the school system.

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

Description: Most of the experiential learning opportunities that take place for AIG students are the result of partnerships with families and people/businesses within the community. AIG students take field trips into the community, which have included the following:

- Visiting local businesses and organizations to learn about local government and commerce
- Learning about environmental issues
- Activities that include civic groups and service providers (firefighters, hospital, library, etc.)
- Increasing awareness of local history and culture
- Opportunities for activities and classes at Southwestern Community College and Western Carolina University

We often have guest speakers come into classrooms to share information that is relevant to topics being covered. Donations are made by local businesses for supplies and materials. Our students engaged in a robotics project in collaboration with students from Western Carolina University. Parents are also very involved as partners. They provide transportation, chaperoning, food, moral support for activities both within the classroom and within the community.

Planned Sources of Evidence: Teacher report
Listing of community resources visited and accessed

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 Focused Practice for 2013-2016.

Rationale: Parents and other stakeholders are made aware of events and activities that the AIG students are engaged in through newsletters, informational letters, phone calls, the Macon County

Schools AIG website, displays of student work, and student performances. The local plan is made available on the county website to all parents and stakeholders. In the coming years, we will continue to improve communication with parents through the use of a parent support group.

Goals: 1. Implement a parent support group that meets monthly with the AIG Coordinator. Topics discussed may include the AIG plan, AIG services, the characteristics of gifted students, research on gifted education, college readiness, and scholarship opportunities for parents of gifted high school students.
2. Development and maintain a AIG webpage with relevant information regarding the local plan as well as on-going activities and opportunities.

Description: AIG Specialists are in frequent communication with parents regarding the day to day classroom performance or their students as well as the special events and activities that their children participate in. They also do a good job of encouraging parental and community involvement. The media is notified and often reports on special events and accomplishments of students in the AIG program.

Parents and community members, as well as teachers have access to the local AIG plan, and the policies and procedures that are part of the implementation of the plan. These articles are made available as hard copy forms and on the Macon County Schools AIG website.

We need to update and remind teachers, parents and other stakeholders about dates and timelines that are part of the AIG program as they occur. We need to work with our school system public relations office to make sure we are getting information regarding our program out to the public in a timely manner.

Planned Sources of Evidence: Media reports (newspaper articles and pictures)

Letters to parents

Websites

Newletters

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 Maintained Practice for 2013-2016.

Rationale: The AIG stakeholders group is comprised of teachers, parents, administrators, and other support staff. This group meets annually to conduct a program review and make recommendations for program improvements. In addition to this annual meeting, the AIG Specialists and Program Director are available for discussions with any stakeholder regarding areas of concern and ideas for improvement of the program.

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

Description: The stakeholders group is an integral part of the AIG program in Macon County Schools. This group, which reflects the diversity of the families of our gifted students, is essential in assisting with reviewing the AIG plan, making recommendations for improvement, and assessing the results of program changes. They bring a unique perspective to the planning and program development, and are able to support the continuous improvement process for the AIG program. They are comfortable with providing both positive feedback as well as pointing out areas for change. In addition, they are able to give suggestions that broaden the scope of the program for high achieving students.

Planned Sources of Evidence: Agenda from stakeholders meeting
Notes or summary review from stakeholders meeting
Roster of participants on the stakeholder committee

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: Parents of AIG students are kept well informed of opportunities available to their students within the school system and beyond, through various avenues.

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

Description: Information is share in a variety of ways including:

- Informational meetings
- Letters
- Newsletters
- Website
- Flyers
- Publications
- Phone calls

Macon County Schools does use translators to translate both verbally and in writing so that parents can be made aware of opportunities for their children in their native language.

Planned Sources of Evidence: Brochures
Copies of communications sent to parents
Website
Newsletter

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: The Macon County Schools AIG staff has been especially innovative in their efforts to intentionally involve parents and the community in meaningful ways to support gifted education. This is a particular area of strength for the program.

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

Description: Parents and the community have been invited and encouraged to be involved with and support gifted education in the following ways:

- Egg Drop Competition at the Fire Department
- Invention Convention hosted by Southwestern Community College
- Project Based Learning implementation in collaboration with Western Carolina University
- Guests from the community as session presenters at SUPER TUESDAY
- Guest speakers in the classrooms
- Audience at first annual Battle of the Books competition
- Community based activities at the Fun Factory
- Working on projects in the communities where school consolidation is occurring
- College fairs
- Dual enrollment
- Odyssey of the Mind with parents as Team Leaders
- Parent Night and Open House

Planned Sources of Evidence: Reviews of activities in which parents have participated

Pictures and media reports

Parent interviews

Teacher and student interviews

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: Macon County works through the self-assessment process to determine the status of the AIG program and to develop a plan that meets the state policy and guidelines. The plan is approved by our local school board and then sent to the state board for final approval.

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

Description: The local plan is on file in the AIG Director's office. Approval of the plan at the local level is reflected both in the plan and in school board minutes.

Planned Sources of Evidence: Local plan on file

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 Maintained Practice for 2013-2016.

Rationale: Macon County Schools monitors implementation of the AIG program so that we comply with current legislation and state policy.

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

Description: Procedures are provided to all school staff. These are reviewed annually with AIG staff and at the school level. Records are maintained and samples are reviewed annually for compliance. AIG Specialists and the Program Director meet regularly to review program implementation and assessment.

Planned Sources of Evidence: Summary of record review
Staff reports of review meetings
Procedural handbook

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: 100% of state AIG funds are used to pay salaries of AIG staff and to provide professional development, instructional supplies and materials, and technology.

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

Description: Due to the limited amount of state funds received for the AIG program, the majority of the funds go toward salaries for AIG specialists. The rest of the budget covers professional development and instructional materials, including technology.

Planned Sources of Evidence: Macon County Schools Financial reports

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: Data is annually collected and reviewed by AIG staff and teachers. However, at this time, Macon County's AIG program does not share student performance growth with its stakeholders. While our AIG students perform well individually, we need to be more purposeful in identifying trends when analyzing data for the whole program.

Goals:

1. AIG Specialists will collect and analyze the data, and begin developing information regarding trends over time.
2. Use the data to determine strengths and weaknesses of the program
3. Research and develop strategies for improving areas of weakness

Description: Currently, Macon County School personnel use EOG and EOC data to look at overall school and district performance. We have not drilled down with the data to look at specific areas of strength, individual teacher performance with AIG students, growth of AIG students, and outcome data with regard to graduation and drop out information, as well as post-secondary success. We need to use the data available to use to better assess our programs and services and make modifications as needed based on the outcomes we see with students.

Planned Sources of Evidence: Minutes from data analysis meeting

Documentation related to use of data processes

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: The population of identified gifted students should reflect the current population in regards to the cultural diversity that is represented in Macon County. We need to work with AIG Specialists and regular classroom teachers to improve their knowledge about identifying students from underrepresented populations. Through the use of professional development opportunities, we hope to improve our identification of giftedness within these particular populations.

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

Description: We need to improve our understanding and monitoring of students that fall into underrepresented populations with regard to identification and retention into the AIG program. Teachers and administrators need to have an increased awareness of the types of students who are typically missed and underserved: those that are culturally/ethnically diverse, economically disadvantaged, English Language learners, highly gifted and twice exceptional.

Planned Sources of Evidence: 1. Tetra data reports
2. Training rosters and copies of materials shared with teachers
3. Child count trend 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: Macon County Schools maintains up-to-date records regarding the credentials of personnel serving AIG students.

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

Description: The Director of Personnel in Macon County Schools keeps files on each staff member that are updated annually. In addition, the AIG Coordinator maintains licensure and CEU documentation on staff directly serving in the AIG specialist/teacher capacity.

Planned Sources of Evidence: Documentation in HR office

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 Maintained Practice for 2013-2016.

Rationale: Currently, Macon County Schools has a stakeholders group that meets annually to review the program and make recommendations for improvement. In addition, AIG Specialists and the Program Director meet monthly to discuss the program. These individuals are available to any stakeholder for program review at any time throughout the year.

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

Description: The AIG stakeholders group meets annually to review the program. The focus of the review is typically service delivery and implementation. The group is comprised of parents, regular education teachers, AIG Specialists, the Program Director, administrators from elementary, middle and high school levels, and members of the student support teams such as guidance counselors. Macon County Schools is diligent about inviting parents of gifted students in underserved populations to participate in the stakeholders group.

Planned Sources of Evidence: List of stakeholder committee members
Mintutes from meetings

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: Macon County Schools AIG program has developed and began utilizing formal surveys to elicit regular feedback from students, parents, teachers, administrators, and other stakeholders regarding the quality and effectiveness of the local AIG program.

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

Description: Formal surveys are completed online annually by stakeholders. The survey elicits information regarding program services, strengths of the program, and areas of improvement. The

survey is sent to parents, administrators, central office personnel, regular education teachers, and AIG staff. The data is collected and analyzed in order to evaluate and improve the AIG program in Macon County.

Planned Sources of Evidence: Survey results

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 Focused Practice for 2013-2016.

Rationale: Macon County Schools reviews the AIG program on an annual basis. As a result, recommendations are made that support continuous improvement of the program. This review needs to expand to include a wider variety of data such as surveys, student performance trends, and the demographic information of students.

Goals: Use survey results from multiple stakeholder groups including students, parents, teachers and administrators, and student performance data to review program yearly and monitor for areas of continuous improvement.

Description: An AIG stakeholders group comprised of teachers, parents and other support staff meets annually to conduct a program review and make recommendations for program improvements. In addition to this annual meeting, the AIG specialists and AIG program director are available for discussions with any stakeholder regarding areas of concern and ideas for improvement or the program. We include AIG program concerns in district level data review and program planning so that the unique learning needs of AIG students are taken into consideration as part of district wide initiatives.

Some types of data to include in our review are:

Student performance on assessment (formative and summative)

Student grades

Student participation

Surveys regarding teacher, student and parent satisfaction with the program

Demographic data on student identification

Long term student outcomes

Planned Sources of Evidence: Meeting notes

Surveys

Data review

Graphs and charts reflecting student data trends

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: Currently Macon County Schools needs to increase the avenues used to disseminate data from evaluation to the public.

Goals: 1. Identify a variety of ways to disseminate data regarding the AIG program to the public on an annual basis.
2. Implement strategies for information dissemination.

Description: Information from the stakeholders group is shared with the AIG staff and administrators through a memo at the end of each school year. It has been left up to building level administrators and the AIG specialists at each school to further share information with regular education teachers and parents. We need to begin utilizing our Macon County Schools website, the media, newsletters and school board meeting to publically report the results of data from our year self-assessment, as well as program changes that will be made for improvement.

Planned Sources of Evidence: Minutes from stakeholders meeting in which information sharing strategies are discussed.
Written documentation of information that is disseminated.

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: Macon County Schools has policies in place that assure the rights of AIG students are protected through school board policies and procedures outlines in the AIG Handbook. In addition, AIG Specialists work with parents, students, and teachers to insure that student rights are protected throughout the AIG process, from initial screening to the annual review of student service delivery.

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

Description: AIG Specialists work closely with school staff and parents to insure that the screening and identification process is fair for all students. Information about this process is made available to all parties and staff is available to answer questions and provide guidance. In addition, once identification is made, a team including parents, teachers, administrators and often the students work together to make sure the service delivery options are appropriate for the student. There is a review process that occurs when an AIG student is having difficulty either in the regular education setting and/or with AIG services. There is a grievance procedure outlined in the AIG Handbook which explains the process in the event there is a question regarding any of these areas (see Appendix A).

AIG Specialists are great advocates for the students and work to make sure their rights are protected as a matter of practice.

Planned Sources of Evidence: AIG student files
Teacher, student and parent reports

Other Comments:

Glossary (optional):

Appendix (optional):

AIG Handbook.docx (*Appendix*)

Eligibility and Placement record.docx (*Appendix*)

High School Transition.docx (*Appendix*)

ID and Placement - Underserved Populations.docx (*Appendix*)

Intervention Plan.docx (*Appendix*)

Parental Permission.docx (*Appendix*)

Services List and DEP.docx (*Appendix*)

Teacher Observation Form.docx (*Appendix*)