

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

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Yancey 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, Yancey County Schools local AIG plan is as follows:

Yancey County Schools Vision for local AIG program: The Academically Intellectually Gifted Program of Yancey County is a comprehensive K-12 plan which adheres to the county's mission statement:

Yancey County Schools strive to provide a safe and nurturing environment to empower all students to achieve their full potential as life-long learners and global citizens.

The Academically Intellectually Gifted Program is committed to providing an equitable and pragmatic array of services appropriate for meeting the needs of the academically / intellectually gifted population of Yancey County.

While committed to meeting the educational needs of all students, the Yancey County Academically Intellectually Gifted Program strives to ensure that students from all cultural groups, economic strata, and areas of human endeavor be considered for representation in the Academically Intellectually Gifted Program.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$117081.00	\$18550.00	\$4500.00	\$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 Focused Practice for 2013-2016.

Rationale: Information relating to screening, referral, and identification processes for K-5 is provided on our county website, listed under Department files. While this practice is mostly evident, we believe that we can and should provide this information in a variety of forms to ensure that our processes are understood by all constituents.

Goals: Provide clear identification process for all grade levels on AIG website.

Create additional sources of information available to all stakeholders

Provide training for school AIG Representatives on identification process

Provide training for ESL staff on identification process

Increase number of translated information for Hispanic community

Description: K-2nd

Differentiating assistance for teachers is available upon request. Elementary specialist is available in each school one day a week enabling teachers to request assistance for differentiation and advice.

*3rd grade

Nurtured students are referred by the classroom teacher. Referral forms are filled out by classroom teacher, collected and evaluated by AIG coordinator and specialist. Parents are informed of teacher's recommendation and nurturing program is explained. Their signature of agreement is required.

4th-5th

Teachers, self, and parents may refer any student in grades four through eighth, who demonstrate the need for advanced or accelerated curricula. A referral form will be submitted to the AIG team to be evaluated. Parents will be notified and provide permission for testing.

Principals, AIG school representative, classroom teacher, and parent are informed of the student's referral and action taken.

The attached flow chart illustrates the screening, referral and identification process for all grade levels.

AIG Flow Chart is attached in the Appendix.

Planned Sources of Evidence: •AIG County website -Elementary Nurturing and Identification Services link

- Additional sources of information available to all stakeholders
- Training for school AIG Representatives on identification process
- Training for ESL staff on identification process
- More information and procedures translated into 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: A majority of students participating in our county's AIG program qualify in elementary school through a selection process that requires a 95% or higher on our state EOG achievement test, a gifted behavior scale completed by the teacher, an academic performance grade, and/or a score of 91% percent or higher on a nationally recognized IQ test. Additionally, teacher recommendation and grades are used to refer candidates for a portfolio process.

Currently middle school students qualify by scoring 95% or higher on our state EOG achievement test, a gifted behavior scale completed by the teacher, and/by scoring a 91% or higher on a nationally recognized IQ test.

We provide a wide array of tools to broaden the field of applicants and strengthen our selection process.

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

Description: Elementary Nurturing and Identification

K-2nd -Differentiating assistance for teachers upon their recommendation. Nurturing criteria list is provided to help teachers evaluate their students.

3rd grade nurtured students are referred the AIG persone by the classroom teacher. These students must exhibit specific advanced academic performance according to a grade level appropriate guideline that is provided by AIG staff.

Students in grade 4-5 are evaluated and identified for service by the AIG program through one the following pathways:

Pathway 1) Three of the following four criteria must be met.

- Achievement score of 95%ile.

- Teacher recommendation with gifted scale score of 127+
- Academic performance of 93% past year.
- Aptitude (IQ) score of 91% (given if two of the above are met).

Pathway 2) Four of the following five criteria must be met.
Used for elementary schools only.

- Achievement score of 90%ile.
- Teacher recommendation with gifted scale score of 127+
- Academic performance of 93% past year.
- Aptitude (IQ) score of 91% (given if two of the above are met).
- Portfolio evaluation (given if two of the above criteria are met).

Grades 4-5 ESL Portfolio evaluation consists of Reading scores, Dibbles scores, Writing rubric, Star Report, and Critical Thinking Rubric. Three of the five criteria must be met.
Math Portfolio consists of Star Math, Super Star Math, and Problem Solvers. Two of the three must be met.

Students in grades 6th – 12th are evaluated and identified for service through Pathway 1 only;
Pathway 1) Three of the following four criteria must be met.

- Achievement score of 95%ile.
- Teacher recommendation with gifted scale score of 127+
- Academic performance of 93% past year.
- Aptitude (IQ) score of 91% (given if two of the above are met).

Special consideration is given to any minority-cultural students recommended by teacher or ESL staff.
ESL Gifted Screening Instrument with a score of 80% will be used in place of gifted scale score.

Identification criteria for each level is attached in the appendix.

Planned Sources of Evidence: Referral and identification forms in students' files
Yancey County AIG Plan for K-12
Yancey County AIG website

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: Yancey AIG program strives to ensure that students from all cultural groups, and all economic strata, be considered for representation in the gifted program. Stakeholders from ESL and EC are consulted in the referral and decision making process. We use a multiple criteria approach that utilizes both traditional and non-traditional measures.

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

Description: Yancey County Schools AIG program uses nationally recognized cognitive ability/I.Q tests and statewide achievement tests (EOG) to identify students. We also locally administer the CogAT (Cognitive Abilities Test) in grades 3-5 and the Naglieri IQ test for grades K-12. Additionally, we offer a portfolio process for grades 4 and 5. Our locally administered process serves to offset cultural bias and highly recommended students who do not perform well on standardized group administered tests.

Criteria for referral for nurturing include: (Should have three criteria out of the five).

- Students should score above grade level on Star Math and/or Reading.
- Students should have scored 4's on the second grade assessment.
- Students should possess above average critical thinking skills.
- Students should be able to exhibit mathematical problem solving skills.
- Students should be reading at least one year above grade level.

Gifted Academic/Behaviors are included with 3rd-5th grade referrals. The ESL Gifted Screening Instrument is used for culturally diverse students.

Pools of recommended and referred students can come from AIG staff, classroom teacher, ESL staff, or student. ESL staff will recommend any student that exits their program early and/or shows gifted characteristics. Recommendations are referred to the AIG staff for further evaluation.

Non-verbal tests are used for IQ evaluation. An ESL teacher is asked to assist in any test where student will need translation to ensure he/she does their best.

An informative letter and permission to test form is sent home to the parents in their native language.

Planned Sources of Evidence: •Student portfolios and evaluation rubrics.

- Additional tests and or methods for identifying and determining service qualifications and options for all students.
- ESL staff attending AIG Advisory or Representative meetings.
- A demographic of AIG population compared to the demographic of Yancey County Schools.
- Number of portfolio and Naglieri tests given.

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: Screening, referral and identification processes are consistent within the LEA. Checks and balances are in place to help keep screening, referral, and identification process consistent. Examples of these are:

- small staff, frequent meetings
- roundtable attendance
- constant communication with supervisor
- annual advisory committee report
- periodic meetings with school board
- AIG school representative meetings (one teacher per school as an AIG Representative)

The screening, referral, and identification processes are consistent and available for viewing on website.

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

Description: Yancey County Schools have two AIG staff members. The elementary specialist provides information and guidance for screening, referral, and identification to all elementary classroom teachers and administration. The same specialist services all 3rd grade nurturing students and 4th-5th identified students in their appropriate subjects. The middle school specialist provides identification information and guidance to both of the county's middle schools and appropriately services all 6-8th grade identified students. High school screening, referral, and identified processes are jointly provided by both AIG specialists.

AIG staff weekly meetings provide the ability for both staff members to stay consistent with all procedures and services.

Locally administered tests are given by trained and certified AIG specialists and portfolio process is evaluated by a team of experienced teachers from all elementary schools across the county.

Parents are invited to meet with AIG specialist and review identification materials. Identification materials of identified students are placed in their AIG file and stored in AIG office. All testing and portfolio submissions of students who are not identified are kept in the AIG office for a year.

Copies of each level placement Criteria are attached in the appendix.

Planned Sources of Evidence: Test scores available for review

Certified AIG specialists

Weekly AIG staff meetings

AIG Representative meetings

Referral, screening, and identification materials stored at AIG office

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 Focused Practice for 2013-2016.

Rationale: Parental forms are clear and consistent, providing parents/guardians information and an avenue for grievance process. Parental consent forms are required for testing, identification, and services in the AIG program. Desired improvements are:

- An increase the variety of ways this information is shared
- Forms available in the language of our ESL population
- A clear and consistent process for placing/servicing transfer students from outside the system

Goals: •An increase in the variety of ways this information is shared

- All forms available in the language of our ESL population
- A clear and consistent process for placing/servicing transfer students from outside the system.

Description: Our county plan has several documents that help to safeguard the rights of parents/families, and AIG students. Parents are required to sign a consent form in regard to: nurturing, testing, placement, and reassessment procedures.

Our county plan also has a Due Process Procedures Fair and Impartial Treatment evaluation. This document is designed to resolve disagreements parents or guardians and Yancey County Schools concerning the appropriateness of services offered as well as cases that involve a child not being identified.

The process for placing transfer students is currently on individual basis. A clear and consistent process will help with future students transferring into the system.
Due Process Procedure Form is attached.

Planned Sources of Evidence: •All consent forms are placed in students, file

- Differentiated Curriculum/consent forms are signed and kept on file on a yearly basis.
- Due Process Procedure forms are available to parents and guardians.
- A clear and consistent process for placing/servicing transfer students from outside the system.

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: Survey results show that teachers, parents, and administrators feel well informed of the LEA's identification process and service options. This information is provided to the parents on an annual basis and is available on the Yancey County Schools AIG website.

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

Description: Yancey County has a working website linked through the central office and each school. Information regarding AIG program's identification and service options is provided at this site.

Parents are informed of their child's identification and types of services at initial identification meetings.

A document entitled "The Academically/Intellectually Gifted Curriculum Plan," (DEP form) is reviewed. This form must be signed by parent, teachers, AIG staff, and administration and includes the following:

- The Area(s) of Identification
- Date of initial placement
- Learning Environment
- Content Modifications
- School Site Decision
- Date and Signatures

This form is filed in students' file and maintained at AIG Coordinator's office. Copies are made upon requests.

DEP meetings are also held at key transition years (entrance to middle school and high school) to explain continued, or change in, identification and services. Middle school and high school level DEP plans are reviewed and signed by all stakeholders.

Meetings are held each academic year to go over services, program goals, and objectives. Parents are encouraged to stop by the AIG room/station for general information, or to set up an individual conference for further explanation and service options available.

Planned Sources of Evidence: Identification forms

Placement forms

DEP forms

Students' AIG files

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: AIG curriculum is aligned with North Carolina's Common Core and Essential Standards(NCSCOS).

Rigorous and relevant curriculum is purchased from gifted resources and are applicable to students' abilities and readiness. Specialists meet to make grade level decisions on specific curriculum differentiation, extension and acceleration strategies, and materials needed to adapt these resources to the NC Standard Course of Study.

Students are identified and serviced according to their abilities.

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

Description: AIG specialists have attended local workshops on North Carolina's Common Core and Essential Standards (NCSCOS) and align gifted curriculum with state standards in both elementary and middle school programs, adding rigor and differentiation for gifted students. School Administrators and teachers are informed how gifted curriculum aligns with state standards through lesson or unit plans.

Students are serviced according to their area of qualification (math and/or communication skills). Areas of qualification are documented on students' DCP plans. AIG and/or classroom service options include: differentiated enrichment curriculum, individual studies, compacting, and subject or grade acceleration.

Elementary students' are given interest inventories to help determine curriculum units that match with common core state objectives and grade level pacing guides, but with more rigor and enrichment opportunities.

Middle school aligns curriculum with common core state objectives by grade level and consults with honors teacher on curriculum pacing. Middle school AIG specialist incorporates students' interests and learning styles using learning styles indicators in 6-8th grades to help determine curriculum units that provide more rigor and enrichment opportunities.

High school AIG students' needs are met by self selection of Advanced Placement or Honors classes.

Planned Sources of Evidence: *Lesson and/or unit outlines showing how AIG curriculum is tied to NCSCOS and Common Core State Standards.

*Classroom/AIG Specialists observations by administrators

*Subject and/or grade acceleration

*Interest and learning style results

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: Currently, learning profiles are being used by AIG specialists to create and employ effective instructional practices to AIG students according to their identified abilities, readiness, and interests.

Survey results support our Rationale; 90% of the AIG students and 87% of their parents agree or strongly agree that they have opportunities to learn how to solve problems in different ways in the gifted program.

HS honor course classes align with state's advanced guidelines.

AP and Dual Enrollment courses are available.

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

Description: AIG Coordinator and specialists are highly qualified and committed to a diverse program. Student interest surveys and learning style indicators provide a way to address student's needs, abilities, and interest.

Elementary AIG Specialist consults and supports K-5 classroom teachers to help with differentiation.

Middle school specialist consults and supports classroom teacher in subject and cluster grouped classes and uses interdisciplinary units in 7-8th grade honors classes.

High School addresses ability levels by offering honors classes, advanced placement courses, and dual enrollment in various subjects.

Service is provided at elementary and middle school levels through the following methods:

*AIG consultation/support

*Resource Pull-out (according to area of identification)

*Advanced content

*Subject grouping

*Cluster grouping

*Subject acceleration

*Grade acceleration

High School provides:

- *Honor classes
- *Advanced Placement
- *On-line classes
- *Dual Enrollment
- *Credit by Demonstrated Mastery (to be initiated when state determines guidelines)

Planned Sources of Evidence: •AIG service options for elementary level.

- Middle school grade six serviced in resource class.
Middle School seventh and eighth grade students serviced in Honor classes
- Consult and support Honors class teachers
- High School course lists.

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: AIG staff use a variety of research-based supplemental resources that augment curriculum and instruction. AIG staff provide resources for classroom teachers.

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

Description: AIG Program has a resource library of materials, lessons, and some manipulatives available to AIG specialists and classroom teachers to help with acceleration and/or differentiation. Additionally, the AIG program utilize web-based resources to support differentiation and augment curriculum instruction. Resources are also available to help administrators, teachers, and parents with the social and emotional issues of gifted students. Several books on AIG/gifted learning are also available to teachers at both elementary and middle school. These resources are centrally located and available for loan upon request.

Planned Sources of Evidence: Elementary Methods include:

- Hands-on Activities
- Cooperative Learning
- Problem/Project Based Learning
- Cooperative Learning

- Peer teaching
- Caesar's English
 - Middle School Methods include:
- Critical thinking skills
- Logic Problems
- Problem/Project Based Learning
- Hands-on Activities
- Clustering
- Paul Coverdale Peace Corps website for teachers
- Ability grouping
- Jr. Great Books
- Word within a Word-Vocabulary
- High School Methods include:
- Block Scheduling
- Research projects
- Cooperative learning
- Independent studies
- Internships
- Virtual Learning
- Modified Simulation activities by Interact:
- Examples-Why Wage War/ Empire/ Atlantis

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: Elementary and Middle School AIG specialists use Gifted Curriculum that fosters the development of 21st century content, based on NCSCOS.

Both elementary and middle school grade levels use research based resources to develop lessons and units that foster advanced level content and skills targeted to address common core standards.

HS advanced courses include advanced topics.

It is imperative to stay current with 21st century content and skills to be able to maintain a program in which AIG students are academic leaders.

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

Description: Gifted curriculum is researched based, and resources are obtained from these sources.

AIG specialists develop lessons and units utilizing a variety of advanced and highly credible web-based and non-web based resources to address both student interest and common core objectives.

Evidence of AIG enrichment demonstrating problem solving, civic economics, critical thinking, self direction, global awareness based on common core grade level objectives is demonstrated in the following samples of elementary and middle school AIG activities and lessons.

Samples of lessons:

- 1)Utopia and cultural awareness and what it means to be an American, with support from resources including Paul Coverdale's World Wise Peace Corps lessons, Jr. Greatbooks, William and Mary AIG curriculum and National Geographic, all provide many opportunities to infuse global awareness, critical thinking, problem solving, communication, social responsibility, self direction and more.
- 2)Ancient Empire simulation a multi-unit enrichment activity includes problem solving, critical thinking, economics, health, communication and self-direction in many or all of its sessions.
- 3)Shakespeare: an analysis and modern adaptation. Students rewrite and perform acts and scenes from a Shakespeare play.
- 4)Design for a green future. Students learn to incorporate alternative building practices and energy saving ideas while creating a business to design, and sell their houses.

Planned Sources of Evidence: Submitted lesson plans and evaluations.

Majority of curriculum and resources come from:

- Center for Gifted Education (The College of William and Mary)
 - University of Connecticut Gifted Center
 - Prufrock: Interact Integrated Curriculum
 - Prufrock Press–resource for gifted, advanced, and special needs children.
 - Peace Corps: WorldWise lessons
- Sign-up sheets for computer labs and media centers.

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Currently, AIG specialists provide coaching and enrichment lessons and activities that support common core grade level objectives. Specialists use on-going formative assessments and input from subject area teachers to differentiate curriculum and instruction.

AIG is currently a resource program that provides weekly enrichment and or supplemental activities in the classrooms/honors classrooms. Assessments are used primarily for gifted resource pull out classes; however, elementary classroom curriculum and instruction, middle school cluster groups and high school honors classes are not evaluated directly by the gifted program at this time.

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

Description: AIG Specialists continually look for ways to use assesment to differentiate curriculum and instruction. Methods to stay current include conferences, roundtable meetings, webinars, and staff development.

Classroom and honors teachers are not evaluated or assessed for differentiation by gifted personnel.

Differentiation is included in the school system's teacher evaluations.

The gifted resource classes use formal and informal assessments to evaluate students' achievements and determine where to differentiate curriculum and instruction. Evidence of differentiation is infused and included in lesson plans.

The high school's honor classes were audited by the state recently to determine differentiated curriculum and instruction.

Various test results and indicators, such as those derived from "Study Island" and End of Grade and Course tests, are shared by AIG specialists, math and language arts teachers, and administrators throughout the year to determine where to differentiate curriculum and instruction.

Planned Sources of Evidence: •Students' assessment to determine acceleration.

- Formative and summative assessments to evaluate students' learning.
- Unit Lessons that show use of differentiation.
- Professional development on NCFALCON.

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: The AIG Specialists at each school work with educational personnel to provide academic, intellectual, and social/emotional opportunities for gifted learners. Results from self assessment indicate a need for additional staff development in meeting the social and

emotional needs of gifted learners and providing resources for parents of gifted students.

Though our county's AIG program self assessment is mostly evident, we feel a proactive focused approach to increasing awareness to social and emotional needs of gifted students is advantageous.

Goals: •Explore and act on opportunities to provide staff development in the social and emotional needs of gifted for AIG specialists, school counselors, classroom teachers, and administrators.
•Make already available resources more accessible to staff and parents.

Description: Increased contact and communication with school counselors and EC and ESL staff has enabled AIG specialist to improve curricular and instructional practices to address the needs of the AIG population.

While the current self assessment is mostly evident, our AIG team will provide staff development in the social and emotional needs of gifted students upon request. The targeted audience will be classroom teachers, AIG Specialists, and school counselors.

The AIG Specialists will work to better inform parents and teachers of the availability of AIG resources in the AIG resource rooms at elementary and middle schools. As funds become available, additional materials for each of these centers will be purchased by the AIG Director. The AIG Specialists will include information about the parent resource center in their newsletters and on their webpage.

Planned Sources of Evidence: Staff development rosters (Social/Emotional Issues)

- Curriculum lessons that address social and emotional needs of students
- Counseling sessions documented
- Better inform parents and teachers of the availability of AIG resources-
- Agendas for Parent Meetings
- Student created project/problem based learning products that demonstrate socio-emotional characteristics.

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: The current focus of our LEA's AIG program is on 3rd-12th grades. Increased efforts to better assist kindergarten through second grade teachers with differentiation, and to clarify our

nurturing program to third grade teachers has improved our K-3 program, however K-2 students are not being serviced by an AIG specialist. There are no available funds for additional AIG personnel to service these students. For this reason, we have not adjusted our self assessment as we believe it is still minimally evident and keep this practice maintained.

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

Description: The current budget does not enable AIG to service potential K-2 students.

Some intentional strategies have been developed to inform and clarify second and third grade teachers of our nurturing program and differentiation for their potentially gifted students.

Forms clarifying the nurturing identification program and explaining the services have been created and implemented.

Third grade is provided nurturing services through a weekly pull out resource class.

Planned Sources of Evidence: Revised nurturing form developed to assist K-2 classroom teachers. End of second grade list of recommended students for third grade nurturing.

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: Currently, there are no official structures or policies in place to ensure collaboration among AIG personnel and other professional staff. However, informally, collaboration continues to improve due to increased use of technological advancements in communication, motivated and highly qualified AIG staff, and administrative interventions such as AIG office location, to encourage collaboration.

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

Description: An increase in virtual communication via Google documents has improved collaboration with others related to the development and implementation of differentiated curriculum and instruction to AIG students. Additionally, a relocation of office space proximal to EC, ESL and other programs with connection to AIG students in several locations has greatly increased collaboration among other professional staff with regard to AIG students.

AIG staff will continue to recommend that in addition to current practice, a meeting with each relevant staff one time per semester will be scheduled to better ensure that the intensions of this standard are

met.

Planned Sources of Evidence: •Technological advancements and acquisitions such as Chromebooks, Google Docs. etc.provide increased ability to communicate and record evidence of collaboration.

•It is evident that a change in location of AIG office space in various schools has occurred. While this does not ensure increased collaboration, it does greatly encourage collaboration.

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: AIG students require differentiated curriculum and services that match their needs and include rigor and relevance. This service is determined by their assessment and placement in the gifted program. Differentiated Education Plans (DEP) show evidence to how students are identified and placed, as well as their learning environment and content modifications. This document is reviewed annually with AIG staff, administrators, teachers, and parents to ensure consistent and quality programming and services.

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

Description: AIG students' DEPs are reviewed each year to ensure that the instructional services match the identified needs of each student. Students are serviced in the following learning environments that address their needs.

Resource Classes that address ELA and/or Math and content modification that include:

Elementary Schools:

Enrichment activities in ELA and/or Math

Required reading

Research

Products

Thinking skills

Problem solving

Technology

Middle School:

Sixth grade Resource Classes that includes:

Enrichment activities in ELA and/or Math

Required reading
Research
Products
Thinking skills
Problem solving

Seventh and Eighth Grade offers cluster groups to match evaluated needs of AIG students including: Advanced Classes in ELA and/or Math, Pre-Algebra in Seventh Grade and Algebra I in Eighth Grade or regular classroom environment.

High School

Students self-select Honors, Advanced Placement, or Dual Enrollment courses.

Content modifications include:

Advanced study based on Honors Level Course Rubric Framework

Advanced content based on AP Course requirements

Advanced study based on college curriculum

Planned Sources of Evidence:

Planned Sources of Evidence:

Student DEP/IEPs

Staff meetings

Parent meetings

Student and parent surveys and results

Stakeholder survey/results

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: The AIG Coordinator and Specialist in Yancey County Schools are experienced teachers; both are AIG-university licensed educators with advanced degrees in education. They coordinate all facets of the Yancey County academically/Intellectually Gifted Education program with support and advise from the county AIG team including administration, advisory team, and teachers. Yancey County Schools, strives to place personnel in supervisory positions that are also certified/licensed in that area.

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

Description: The AIG Coordinator and Specialist are both experienced teachers who are licensed in AIG through a university and have advanced degrees in education. Both teachers advocate for all gifted initiatives. They oversee the implementation of the Yancey County Academically/Intellectually Gifted Education Plan and keep current with legal issues and DPI AIG and Common Core changes pertaining to gifted education.

The coordinator and specialist perform all other program duties to further develop the AIG program. They maintain records of AIG students. They create and administer Differentiated Education plans to all AIG students and they evaluate current AIG students and AIG candidates. They also are responsible for informing the county; parents of AIG, and other stockholders, of AIG matters, through a county maintained web page and bi-annual AIG advisory board meetings to provide updated AIG information, answer questions concerning programming and policy, and review the goals of the current AIG plan.

They maintain an accurate student headcount and review all information prior to submission. They attend AIG Roundtable (regional) meetings and the NCAGT conference as the county budget allows, and communicate with other AIG specialists and coordinators in the region and state. They communicate with the Yancey County Board of Education on a regular basis through an AIG liaison and upon request.

Planned Sources of Evidence: •AIG coordinator: holds a Master's in Comprehensive Education - AIG.

•AIG specialist: holds an M.ED., National Board status, and AIG licensure through WCU.

Credentials/certifications of the AIG Director

- Agendas and minutes from county-wide Advisory Broad meetings
- Board of Education minutes
- Agendas and minutes from AIG Specialist meetings
- Accurate headcount for AIG students
- Timely submission of documentation (headcount/AIG plan)
- Staff development attendance documents
- Survey summaries
- Attendance documentation at regional and state meetings
- AIG Plan

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: Yancey County Schools has an AIG Coordinator and an AIG Specialist position that are funded by state monies. These positions are assigned to the six elementary schools and to the two middle schools. AIG Coordinator and Specialist collaborate with classroom teachers and the site-based administrator to establish a viable schedule that provides time for service delivery for identified gifted students, collaborative planning, consultation, the completion of appropriate documentation and maintaining accurate files.

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

Description: The Coordinator and Specialist are highly qualified teachers. Both teachers have advanced degrees in education and are licensed in AIG through a university certification program. Additionally, the Coordinator has an M.Ed. in AIG, and the specialist is National Board Certified. To ensure that specialists are engaged in tasks which address the needs of gifted learners, the AIG Coordinator and Specialist collaborate with classroom teachers and the site-based administrator to establish a viable schedule that provides time for service delivery for identified gifted students, collaborative planning, consultation, the completion of appropriate documentation and maintaining accurate files. The AIG Department strives to improve this practice through addressing the social and emotional needs of gifted learners.

Current AIG specialists develop and support a curriculum that addresses academic, intellectual, social and emotional needs; i.e. NCSCOS objectives based lessons as well as personality / learning profiles and power point and other portfolio self assessments.

Planned Sources of Evidence: • Record of professional development accomplishments of AIG staff.

- AIG licensure
- Samples of 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: The county has an AIG program coordinator and an AIG specialist. There are no other AIG certified personnel in the county at present.

Goals: Inform all stakeholders of professional development requirements and opportunities involved in AIG program and service.

Begin to develop a regional AIG endorsement process with potential for reciprocity within the region. Work with administration to develop and provide incentives for honors teachers and teachers who teach AIG students.

Description: The Yancey County AIG personnel description provides requirements for the AIG coordinator and specialist. Classroom teachers, exceptional children personnel, counselors, and administrators working with AIG students are not currently required to obtain gifted licensing, certification, or endorsement professional development. Local professional development can be used to improve gifted services in all areas. Currently, there are no professional development opportunities or incentives for teachers, counselors, and administrators to pursue licensure, certification, or endorsement in AIG.

Planned Sources of Evidence: •Local staff development/workshops.
•Materials developed to assist classroom teachers with gifted students.

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 Maintained Practice for 2013-2016.

Rationale: Yancey County Schools is a small rural school system. Several elementary schools have one class per grade level. None of the school system's classroom teachers have earned an AIG add-on license. We are keeping this practice as maintained due to the current budget, which does not provide funds for obtaining an add-on license.

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

Description: Sincere effort is made to place students with highly qualified teachers. Honor class teachers must submit a syllabus showing how they are accelerating their subject. High school teachers, who are teaching Advanced Placement classes, are trained and qualified through the College Board Program. AIG presentations can and will be used to assist classroom teachers, but do not provide an AIG add-on license.

Planned Sources of Evidence: • State and local budget

- Shortage of teachers with AIG license
- AP training for high school teachers
- Local 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: The Academically Intellectually Gifted Program parallels, supports, and enhances the school system's goals to enable students to acquire skills for the future. The district requires all staff development (including AIG) to be aligned with the DIP and SIP Improvement Plans. The AIG coordinator and specialists have PDP's that support AIG program goals and professional development.

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

Description: AIG personnel include the AIG program's goals in their professional development and teacher evaluations. AIG staff participate in school and/or district wide professional development that are aligned with the local district, school, and AIG programs. AIG staff is constantly looking for no cost or free professional development that provides personal and professional growth. The AIG program works with the Supervisor of Instruction to provide teachers with differentiated and accelerated curriculum strategies to meet and exceed the NCSCOS.

Planned Sources of Evidence: • AIG personnel evaluations

- List of attended staff development
- List of developed and presented staff development workshops

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: Yancey County School System requires that all professional development be aligned with state and/or national standards. AIG staff also aligns personal professional development with AIG Standards and Practices.

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

Description: The YCS Professional Development (PD) Coordinator oversees the district's professional development procedures as aligned with the YCS Continuous Improvement Plan. PD Coordinator and principals must manage and approve professional development requests at respective schools.

HIGH QUALITY PROFESSIONAL DEVELOPMENT

NCLB requires Yancey County Schools to show and report an annual increase in "high quality" professional development. Eligible activities must meet the federal NCLB definition of "high quality" as follows:

- Aligned and directly related to the State Common Core and Essential Standards (NCSCOS) achievement standards and assessments.
- Grounded in scientifically based research and focused on improving academic achievement.
- Regularly evaluated for their impact on increased teacher effectiveness and improved student achievement.
- Provided training on using data and assessments to improve classroom practice and student learning.
- Designed to give teachers of limited English proficient children the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments.
- Designed to improve and increase the knowledge of the content taught.
- Designed to facilitate the school's and district's improvement plans.
- Supported the recruiting, hiring, and training of highly qualified teachers, including those entering the profession through alternative routes.
- Advanced teacher understanding of effective instructional strategies including 21st century

skills.

- Provided training for teachers in the use of technology.

AIG staff encourages Yancey County School's staff to participate in gifted professional development through:

- Regional roundtable meetings
- NCAGT conferences
- NCDPI AIG Institute
- Learn NC's AP/IB staff development
- Power School Modules

Planned Sources of Evidence: •List of attended professional developments.

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: AIG specialists meet weekly to increase their professional development learning. Due to budget cuts there are no funds provided for typical methods of professional development, or add on licensures. To stay current and dynamic, our AIG program must find creative ways to provide these opportunities.

Goals: •Find creative methods and other funding opportunities for professional development.
•Share Regional Roundtable meeting notes with school's AIG representatives via email.
•Keep Advisory Committee members informed by email.

Description: Survey results show that administration and teachers are evenly divided on whether they need additional AIG professional development or not.

AIG staff provides differentiation training and information upon request. AIG resource materials are available to help with planning and delivering differentiated services in the classroom. Grants have been received for advanced science lessons and supplies to be loaned to teachers.

Due to budget cuts there are no funds provided for typical methods of professional development. To stay current and dynamic, our AIG program must find creative ways to provide these opportunities. Some possibilities are:

- Grant opportunities
- Webinars
- Wiki interaction

- Twitter communication
- University workshops
- Professional Networking Groups

Planned Sources of Evidence: •List of different methods of professional development offered by AIG program.

- Emails sent to staff and Advisory Committee.

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 Maintained Practice for 2013-2016.

Rationale: Currently there are two AIG personnel in Yancey County School's AIG program who strive to cover all aspects of gifted learners. Academic and intellectual needs are met by AIG staff through pull-out classes and advisory assistance to all grade level teachers with differentiation and gifted learners challenges. Services are aligned with students' identification. All elementary and middle schools have an AIG staff member present, at least once a week.

Social and emotional services for gifted learners are met by AIG staff and school counselors. Communication with school counselors have increased their knowledge and understanding of gifted learners' characteristics and needs.

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

Description: 3rd grade nurtured students are pulled out for a weekly resource class to receive collaborative services based upon teacher request. AIG specialists also consults with regular classroom teacher to provide ideas, materials, and other resources as needed. List of nurtured students is used as a pool for identification.

4th-6th identified gifted students receive small group services which directly address their academic and intellectual needs, with an effort to coincide curriculum. Accelerated curriculum resources include units from the Center for Gifted Education –The College of William and Mary and Project M3 Gifted Math units from the University of Connecticut. DEP plans describe each student's identification and types of services.

7th and 8th grade AIG students are placed in Language Arts and Mathematics Honors classes that are peer grouped and provide an accelerated curriculum on a daily basis. AIG specialist co-teaches these classes on a weekly basis. High School students, K-2 advanced students, and classroom teachers are serviced on an advisory status.

Social and emotional needs of K-12 gifted learners are delivered by their placement in appropriate learning environments and by school counselors. Continued communication between AIG staff and school counselors will help gifted learners.

Planned Sources of Evidence: •AIG staff notified of counselor meetings that involve a gifted student.

•Clearly defined strategy to service AIG students.

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: Pull out services are aligned with student's identified domain. AIG Program's goals and resources focus on these domains. Subjects are aligned with NCSCOS.

AIG staff receive local training on North Carolina's Common Core and Essential Standards.

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

Description: AIG students receive services in their area of identification in grades 3-8. Small group pull out classes are grouped according to areas of identification. DEP plans give all stakeholders information of identification and services.

3rd grade nurtured students are serviced through enrichment in their referred subjects.

4th and 5th grade students are serviced in a pull-out resource class according to their identified areas.

6th grade students are placed in heterogeneous groups according to their areas of identification. This facilitates the ability to target the 6th grade AIG students based on their area of identification. They receive additional enrichment and differentiation opportunities with an AIG specialist on a weekly basis.

7th and 8th grade students identified in Language Arts are placed in an Honors Language Arts classroom and receive additional enrichment and differentiation opportunities with an AIG specialist on a weekly basis. 7th and 8th grade AIG students identified in Mathematics receive services by being placed in an accelerated math program. An additional enrichment and differentiation opportunity with an AIG specialist is determined by school administration.

High School gifted students self-select Honors courses in their identified domain as well as other subjects. High school students' other options are AP courses, online courses, and dual enrollment.

Planned Sources of Evidence: •Schedules and class lists of AIG specialists and Honors classes.
•Program goals and resources.

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: A concentrated effort is made to deliver and maintain a total instructional program, despite limited budget and staff.

Our gifted program is connected to the total instruction program, striving to service all grade levels in some form and to be united in policy and practice of the total school community.

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

Description: AIG specialists meet with administration and classroom teachers to unite gifted and regular classrooms' instruction, information, and practice. AIG teachers also collaborate with classroom teachers to combine enrichment and differentiated instruction with daily classroom instruction.

AIG staff receive local training on North Carolina's Common Core and Essential Standards and align their enrichment/lessons with the NCSCOS.

K-2 students are serviced through:

- providing available materials, resources and advice, helping classroom teachers differentiate for advanced students

3rd grade students are serviced through:

- nurturing
- pull-out resource services

4th -5th grade students are serviced through:

- pull-out resource service for identified students
- serviced in identified subject
- service is aligned with NCSCOS and local grade-level pacing guide

6th grade students are serviced through:

- pull-out resource class

7-8th grade students are serviced through:

- clustered and advanced curriculum in identified subject
- language arts and math curriculum designed for enrichment and acceleration

9-12 grade students are serviced through:

- Honors classes -advanced courses that cover traditional content and advanced topics, discussion and responses based on NCSCS
- Advanced Placement Courses,-college level courses and examinations bases on AP course requirements

- Concurrent College Enrollment –available local or online dual enrollment college courses
 - Special Schools, available state schools that offer advanced math and science curriculum
- Social and emotional needs are met by school counselors at each level.

Planned Sources of Evidence: •Lessons and activities listed on the Yancey County Schools website.

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: Teachers, administrators, support staff, and parents are informed about local AIG service delivery and program instruction through various methods.

Survey results show that:

- Elementary school staff and parents like the narrative reports sent at the end of each nine weeks; however some elementary students do not bring all communication home. AIG Classroom web sites are a more effective way for everyone to receive necessary information.
- Middle and high school staff and parents felt there was sufficient communication but depend on teachers and administrators to let them know about concerns and needs.

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

Description: Methods used to inform total community about the local AIG program, differentiated services and instructions include:

- Each elementary school has an AIG classroom page that contains up to date activities and services for their gifted students.
- Summary reports are sent home for 3rd grade nurturing students, providing enrichment services and explanation of further AIG identification.
- Nine week reports are sent home for 4th-5th grade identified students.
- The middle schools and high school have a link to the countywide AIG web page, which provides detailed service delivery and program instruction.
- Local AIG plan is posted on county's AIG web page.
- AIG specialists offer staff development on AIG program and differentiation at elementary and middle school levels.
- AIG coordinator and specialist provide support to high school upon request.

- Yearly parental meetings include principal and teachers of AIG students.

Planned Sources of Evidence:

- Summary reports
- Nine weeks report
- AIG classroom web pages

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: AIG coordinators and specialists arrange to communicate with teachers and schools (K-12) regarding AIG services. Communication occurs through: school wide meetings, teacher meetings, grade level meetings, and informal meetings with individual teachers, parents, and administrators.

AIG specialists meet weekly to discuss and plan how to effectively provide K-12 services.

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

Description: All AIG personnel meet weekly to discuss the status of K-12 services and plan for future needs, especially at transitional points.

The Elementary school specialist communicates with K-2 teachers through grade level meetings, school wide teacher meetings and requested individual meetings to help classroom teacher meet needs of younger gifted students. The Elementary school specialist also communicates with 3rd, 4th, and 5th grade classroom teachers through grade level meetings, school wide teacher meetings, and informal meetings to communicate how gifted students are serviced.

Middle school AIG specialist communicates with middle school classroom teachers through: informal meetings, grade level planning time, or formal meetings to communicate how the identified students are serviced. The Specialist communicates with 6th grade literacy teachers and 7th and 8th grade honors teachers to align, academic methods and services.

Both AIG personnel are present at middle school and high school open house nights for transitional grades to inform parents and students of continued AIG services and sign next level's DCP forms.

Both AIG specialists communicate with high school administration and counselors on an "as needed" basis.

School administration is informed of services through AIG lesson plans, personal learning

communities, and individual meetings.

Planned Sources of Evidence: • Effective communication included in teacher survey.

- Presence at school functions; open house, parent night and other functions (math night/ reading night etc.), and committee/advisory meetings.
- Weekly communication with stakeholder teachers/administrators.
- Shared program administrative time for AIG staff.
- AIG lesson Plans

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: Yancey County Schools' countywide use of Google Documents has improved collaboration with others related to the development and implementation of differentiated curriculum and instruction to AIG students. Additionally, a relocation of office space proximal to EC, ESL, and other programs in several schools has greatly increased collaboration among other professional staff with regard to AIG students.

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

Description: AIG specialists communicate among regular education teachers, exceptional children's teachers, instructional staff, parents/families, and administrators via Yancey County Schools web site and at various open house meetings, parent nights, and other functions (math night/ reading night etc.), and committee/advisory meetings. A representative from the ESL program in on the AIG Advisory Committee and attends DEP meetings when necessary.

Currently, there is no official structure or policy in place to ensure collaboration among AIG personnel and other specialist professional staff. However, informal collaboration continues to improve through technological advancements in communication, motivated and highly qualified AIG staff, and administrative interventions such as AIG office location.

Planned Sources of Evidence: •Email communication with AIG stakeholders.

- Website and school functions such as open house, parent night and other functions (math night/ reading night etc.), and committee/advisory meetings.

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: AIG students have unique social and emotional needs and must have appropriate support to address these needs. Current placement of AIG offices has provided opportunities for AIG personnel and school counselor to conduct informal meetings on AIG students. These meetings have increased an awareness of AIG students' social and emotional characteristics and needs and requests for AIG assistance with gifted students.

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

Description: AIG specialists, classroom teachers, guidance counselors, and administrators' meet as needed with students and/or parents to address social and emotional concerns. Student/counselor meetings include AIG staff when requested or warranted. Curriculum and instruction is designed to address social and emotional needs of AIG students, since the content is targeted to gifted learners. AIG office has social and emotional resources available to counselors, teachers, and administrators for support.

Planned Sources of Evidence: •List of available social and emotional resources

- Meeting notes with counselors
- AIG curriculum addressing social and emotional needs

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: The process of implementation for accelerative instruction and placement options, when an appropriate body-of-evidence indicates that such a practice is warranted, occurs through collaboration among AIG staff, teachers, counselors, administration, parents, and student.

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

Description: AIG program follows the following guidelines to assist principals. It is ultimately the principal's decision once all information is gathered.

Early Admission into Kindergarten

For early admission into kindergarten, the state standard (policy ID # GCS-J-001) is used as a guideline.

Subject Advancement Guidelines:

Specific requirements must be met for a student who requires a far more rigorous curriculum:

- Recommendations by classroom teacher, AIG specialist/coordinator, principal, and parent
- Completion of Iowa Acceleration Scale for subject advancement
- Two years above grade level on individual assessments
- Social/personal development
- Student motivation and interest

Grade Advancement Guidelines:

Grade advancement can be an effective curriculum change for students who require a far more rigorous curriculum than can be made available in a peer, age-group setting. The following are recommended for grade advancement:

- Recommendations by classroom teacher, AIG specialist/coordinator, principal, and parent
- Completion of Iowa Acceleration Scale
- Two years above grade level on individual achievement test
- Social/personal development
- Student motivation and interest

Dual Enrollment

Concurrent College Enrollment

Special Course Work

Dual enrollment/college level work may be considered when the following have been met:

- Satisfactory completion of high school graduation and/or prerequisite requirements.
- Student's motivation, interest
- Student/parent expense
- Teacher recommendation
- Guidance counselor recommendation

Credit by Demonstrated Mastery will be integrated once NCDPI provides direction and guidelines.

Planned Sources of Evidence: •Active collaboration of AIG staff, administration, teachers, and parents.

- Iowa Acceleration Scale.

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: Yancey County Schools AIG Program provides intentional services for traditionally under-represented AIG populations including: culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

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

Description: ESL and AIG Coordinator have developed an ESL Gifted Screening Tool that provides a list of culturally appropriate, high achieving, and behaviors of our Hispanic population. AIG teachers meet informally with the EC teachers. Both groups work together to ensure that all teachers are aware of students who are twice-exceptional. AIG coordinator/specialist monitors AIG students' academic progress. AIG personnel and school counselors meet individually to discuss at risk gifted students to offer assistance and provide interventions.

Since Yancey County Schools is an economically disadvantaged system with eight (out of ten) school-wide Title I programs, we are providing services for economically disadvantaged students.

Highly gifted students and twice exceptional students (identified through close communication with each school's EC specialist) are applicably serviced by gifted staff, EC teachers, classroom teachers, and counselors through classroom differentiation, pull-out, independent study, or acceleration. Independent study plans are written to align with student's needs and NCSCOS.

An ESL Gifted Screening tool has been developed to help classroom teachers recognize advanced Hispanic cultural traits. This tool is used as a referral for gifted evaluation and as a Gifted Characteristics Scale component to placement in the AIG program.

AIG services for our identified Hispanic students are inclusive with total AIG student population. Social and emotional issues with our AIG Hispanic population will be addressed with the help of our county's ESL counselor.

Planned Sources of Evidence: ESL Gifted Screening Instrument

Independent study forms

List of twice-exceptional students

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: There are many extra-curricular opportunities available for AIG students to enhance their needs and interests. Yancey County Schools AIG Program seeks out these programs for AIG students and encourages them to participate.

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

Description: Opportunities for extra-curricular programs and events that enhance and further develop the needs and interests of AIG students are available through many programs including UNCA Super Saturday Program, and DUKE TIP talent search (4-6th and 7th grade). Information on these programs is sent to parents by email, letters home, and AIG website. Spanish versions are sent to parents when appropriate.

An after school Debate Club is currently meeting at one middle school, with hopes for student interest at the county's other middle school. Other opportunities depend on outside funding sources.

Planned Sources of Evidence: •UNCA Super Saturday Program.

- DUKE TIP talent search 4-5th and 7th grade.
- Governor's School
- Available camps and opportunities for all AIG students at all grade levels.
- Middle School Debate Club.
- AIG field trip (dependent on grant awards)

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: Clear and meaningful communication, that explains appropriate services for all the needs of gifted students, gives all stakeholders an understanding of the local AIG program. The AIG staff use various ways of communicating to parents and communities.

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

Description: Communication with AIG stakeholders and the community is expedited via county web page. Nine week reports (3rd-6th), web/printed newsletters, advisory meetings, parent nights and subsequent conferences, and email.

AIG web site and classroom links provide information to parents/families and community. Grades 3rd through 6th nine week reports provide information on gifted activities and students' progress. Middle school communication is facilitated via web site newsletter.

Planned Sources of Evidence: •AIG county web page

- 9-week report
- Web Newsletters
- Advisory letters
- Email
- Parent Conferences (need based)

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: Yancey County Schools AIG web site has the local AIG plan and policies listed. Hard copies are available upon request. Elementary and Middle Schools have AIG classroom links and current information on classroom activities.

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

Description:

Currently, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education is shared with AIG stakeholders on:

- Yancey County Schools web site.
- Each of the Elementary and Middle schools has a link to the County WebPages.
- Stakeholders are directed to these sites at various meetings and in their student's nine week reports.
- Individual school and county newsletters are also available for communication.
- Students' DCP plans inform stakeholders of the different types of provided services.
- Surveys are developed in correlation with AIG Standards and Practices, exposing and informing the outline of the AIG Program to all stakeholders.

Planned Sources of Evidence: •Yancey County Schools AIG website.

- Nine week reports for 4th -6th grades
- Surveys
- Meeting handouts

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 Advisory Committee includes administrators, teachers, and AIG parents of all grade levels and reflects the diversity of the community. Communication between ESL and AIG staff helps to increase involvement of multi-cultural stakeholders in the development, implementation, and monitoring of the local AIG program and plan.

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

Description: Parents of ethnically diverse AIG students are included on the AIG Advisory committee.

Surveys are sent to all stakeholders including members of our diverse population.
There is frequent face to face communication between AIG staff and ESL staff.
Updated listing of AIG students by ethnicity is available to all stakeholders.
Parental communication in their native language is provided as needed.

Planned Sources of Evidence: •Minutes and member list of AIG Advisory Committee

- List of AIG students by ethnicity
- Communication and forms translated into Spanish

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: The AIG staff informs students and families of opportunities as they become available. Opportunities are communicated in various ways. This information is translated into needed native language with the help of ESL staff.

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

Description: When opportunities for AIG students become available, parents are notified in several ways. Types of communication used are: pamphlets, letters, face to face, and/or personal phone calls.

Our ethnic population speaks Spanish. Our county's ESL department translates forms, information, and opportunities into Spanish for the AIG Program as needed. If necessary, ESL staff will attend a meeting and/or make a personal phone call to the parents.
Many of the brochures sent to our attention (such as Duke TIP) are available in a Spanish edition.

Planned Sources of Evidence:

- Pamphlets, letters, emails.
- Brochures of programs targeting the diverse AIG population in their native language.
- Letters and forms translated into Spanish.

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 Focused Practice for 2013-2016.

Rationale: Yancey County Schools AIG Program has some partnerships with local businesses, especially with the help of gifted students' parents, but desires to increase business partnerships and partnership with institutions of higher education to provide opportunities for our gifted students.

Goals: •Developed plan to increase partnerships with businesses and higher education.

- List of contributing partnerships.
- Communication with early college.
- List of help from local businesses.

Description: We will develop and implement a plan to increase partnerships with institutions of higher education, local businesses and industry as well as other stakeholders to provide expertise and material support for AIG services. Utilization of clubs, retired volunteers with expertise in academic and commercial careers, and local and federal agencies to enhance and gain support for the AIG programs and services in our county.

We will seek opportunities for partnership with parents/families and community to gain support for and enhance the AIG program.

Planned Sources of Evidence: •AIG Advisory Committee.

- School's Open House

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: Yancey County Schools reviews and renews the AIG plan every four years according to state legislation and policy. The AIG plan is submitted to the School Board for approval and sent to the state's Department of Instruction to be reviewed by AIG peers.

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

Description: Self assessment and yearly surveys, which are sent to all our stakeholders, provide a guide for the program's effectiveness and necessary improvements. These assessments are used to evaluate each standard and practice and determine which will be maintained or focused.

Yancey County AIG Staff meet weekly to review services and practices that align with the local AIG Plan. Focused practices are reviewed to determine progress.

The AIG local plan is renewed every four years, submitted to School Board for approval, and sent to DPI for review and comment.

Planned Sources of Evidence: •Examples of previous, current, and future AIG plan.

•Surveys and summaries.

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: Implementation of plan is carefully monitored by AIG coordinator and specialist. Yancey County AIG Staff review services and practices that align with the local AIG Plan.

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

Description: Yancey County AIG Staff meet weekly to review services and practices that align with the local AIG Plan.

Meetings with local supervisor and superintendent occur on an "as needed" basis.

Periodic meetings with Advisory Committee help monitor local plan.

School Board and Superintendent are given the State's peer review report.

The AIG plan is referred to when there are any questions regarding implementation of local program.

Planned Sources of Evidence: •Meeting notes with Supervisor and Superintendent

•Minutes from Advisory Committee

•Written or emails from administrators, teachers, and parents

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: Local budget shows state funds allotted for AIG program are used solely for the AIG Program.

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

Description: Budget report is requested and received from the local LEA finance office on a yearly basis.

Allotted State funds cover salaries for two AIG specialists. There are currently no extra funds for AIG program, team, supplies, or professional development. Minimal school funds provide some materials for the AIG program.

AIG staff seeks additional funding through grant opportunities to supplement funds for materials and activities.

Planned Sources of Evidence: •AIG funds from the state and local plan's budget.

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: Performance growth and drop-out data is currently maintained, analyzed, and shared with elementary and middle school administration, counselors, and AIG personnel. There needs to be more focus and communication of this data at the high school level. None of this data is kept in student's DCP folders in the AIG department. Additional analysis of drop-out data is necessary.

Goals: •AIG student drop out numbers and names.

- Access to all school's EVASS lists.
- AIG class list that will provide information on identified students' growth.
- List of potential and current AIG drop-out students.

Description: EOG and/or EOC test performances of identified students are currently reviewed and analyzed for annual growth. These are recorded and placed in their AIG file. Each student's file is stored in AIG office.

AIG middle school specialist reviews EOG data for all identified gifted students in their served area of giftedness at the end of sixth grade and submits this information to AIG staff and school administration for evaluation.

North Carolina's Measuring Growth will help AIG staff develop and maintain AIG class lists.

AIG will partner with high school counselors to help prevent future AIG drop-outs through more communication and by attending the Drop out Prevention Team meetings.

Planned Sources of Evidence: •Yearly report in gifted student's AIG file.

- AIG student drop out numbers.
- AIG class lists showing students' measured growth.

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: Culturally/ethnically diverse, twice exceptional, and ESL students are often overlooked or misdiagnosed. Careful and intentional monitoring of under-represented populations in the local AIG program is important to ensure the local AIG program is meeting the needs of all students.

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

Description: Headcount of all students, including culturally diverse students, are reviewed semi-annually. AIG specialists monitor numbers and progress of under-represented students in the local program.

Classroom teachers and administrators are encouraged to look for gifted characteristics in these populations. ESL teachers and/or counselors are consulted regarding ESL and culturally diverse students. Under-represented students who show potential are closely monitored and/or nurtured. Recommendations for further evaluation from classroom teachers, ESL teacher, are accepted at any time, and appropriate alternative (non-verbal) assessments are used for identification.

Planned Sources of Evidence: •School report cards that provide numbers of under-represented and AIG identified student population.

- Yearly report form in each AIG student's file.
- Forms and communication translated into Spanish.
- ESL Gifted Screening Instrument

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: AIG program has current data on all AIG personnel. AIG program keeps track of teachers who are AIG certified. Classroom teacher data is available upon request at the Yancey County Schools Central Office.

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

Description: AIG coordinator/specialist has and MAED–gifted education degree.

AIG specialist has add-on license in gifted education.

Credential information on classroom teachers can be obtained for from Yancey County Schools System's Human Resource Officer.

Planned Sources of Evidence: •State license information of AIG personnel.

- State license information of classroom teachers servicing AIG students.

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: Article 9B requires each LEA to involve all stakeholders in implementing, monitoring, and improving services to all AIG students. An Advisory Committee provides an avenue to inform and involve all of our stakeholders. Our Advisory Committee consists of: AIG staff, community members, all parents/families of our AIG students, teachers, and administrators. These members meet to review all aspects of the local AIG program and make recommendations for improvement.

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

Description: Yancey County AIG Advisory Committee meets several times throughout the school year to review the local program and make recommendations for improvement. The committee reviews current issues and concerns as well as yearly aspects of our AIG program and provides input for program improvement. The committee is also involved in reviewing survey responses and providing feedback for the revision of the next AIG plan.

School Representatives are certified teachers from each elementary school who receive training to evaluate Student Portfolios, meet yearly to evaluate Student Portfolios for determining placement at the elementary level for Academically/Intellectually Gifted Program, and continually assess AIG program needs.

AIG Staff meet weekly to monitor and evaluate program's services and goals.

Planned Sources of Evidence: •Attendance roster of School Representatives.

- Attendance rosters of Advisory Committee meetings.
- AIG Advisory Committee agenda and minutes.
- AIG Staff weekly meeting notes.

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: It is important to stay informed of all attitudes, ideas, and suggestions for improving the AIG program. Communication is necessary for an effective program. Surveys are sent to all stakeholders for their input. Informal communication through face-to-face meetings, phone

conversations, and email messages communicate strengths and ways for the AIG program to grow.

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

Description: A report of survey results is available to advisory committee, superintendent, and school board members.

Feedback from Administrators, teachers, parents, and students come from yearly surveys. Surveys align with AIG standards and practices and come in various forms: printed, online, and verbal. A report of survey results is available to advisory committee, superintendent, and school board members and a summary report is placed on the county's AIG website.

Students are asked to anonymously evaluate their AIG activities and what they learned at the end of the school year and give recommendations for the next year.

Planned Sources of Evidence: •Surveys in various forms

- Survey results
- Survey summary report
- Student recommendations

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: AIG personnel continually evaluate the local AIG program, determining what is successful and what improvements are necessary. Yearly reviews of AIG plan through surveys and communication with administrators, teachers, and parents is helpful in this evaluation.

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

Description: AIG Program has several methods of evaluations. Advisory committee provides suggestions and ideas for program's improvement. Yearly surveys provide some data on stake holders' opinions and suggestions. Program is self evaluated at least yearly and peer reviewed every three years. Formal and informal teacher and administrator meetings are conducted for input on program's effectiveness. AIG personnel and Superintendent meet once a year to assess the program. Any changes needed for Board approval is determined by the Superintendent.

Planned Sources of Evidence: •AIG plan evaluation

- Notes from administration and superintendent meetings
- Advisory committee minutes
- Survey data

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale: All data is disseminated to the public through various modes of communication.

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

Description: Data received from surveys and plan renewal is disseminated to the public on the program's website, advisory committee report, School Board report, and yearly parent meetings. Printed copies of approved AIG plan is available to the public upon request.

Planned Sources of Evidence:

- Annual Report posted on the AIG website
- Copies of approved AIG plan
- Presentations
- Survey results

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: Student's information is protected in confidential and secured files. Parents are informed about their rights and receive a Due Process Procedures Form.

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

Description: All efforts are made to protect the rights of AIG students. Parents receive a Due Process Procedure form that explains; parental rights, procedure to resolve disagreements between parents or guardians and the Yancey County Schools, and disagreements regarding AIG

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identification or appropriateness of services offered to a gifted student. The Due Process form is given to parents at any change in service (identification, change in environment, parental request to withdraw from program...etc.).

Due Process is translated into Spanish for our Hispanic population.

Planned Sources of Evidence: •Due Process Procedure Form (attached)

Other Comments:

Glossary (optional):

Appendix (optional):

AIG_Identification__flow_chart[1].ppt (*Appendix - Standard 1*)

High School Placement Criteria.doc (*Appendix - Standard 1*)

MS Placement Criteria .doc (*Appendix - Standard 1*)

placementcriteria -elem.doc (*Appendix - Standard 1*)

Due process procedures.doc (*Appendix - Standard 1:6*)

personnel and professional development recommendations.doc (*Appendix - Standard 3*)

System Commitment.pdf (*Local Board Approval Document*)