

Ashe County Schools (050) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

* LEA Superintendent's Name:

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Ashe County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor 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 aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

For 2022-2025, the Ashe County Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Ashe County School's Vision for local AIG program: our vision for our AIG learners aligns with our district vision and mission which is to collectively inspire and prepare students to live their best lives. Ashe County schools works collaboratively to improve lives and provide all students with a safe, equitable and enriching learning experience every day, without exception. Our specific vision for the Academically/Intellectually Gifted Program of Ashe County Schools is to provide a differentiated education for all gifted students recognizing individual strengths, interests, and needs. The successful attainment of this objective necessitates cooperation among parents, schools, and communities to maximize the potential of our gifted population. It is our belief that academically/intellectually gifted students require differentiated educational services designed to meet their individual needs all day everyday. We believe that all students with special gifts, talents, and high interest are found in all ethnic, geographic, and socioeconomic groups, and they represent a source of potential innovation, creativity and leadership. The Ashe County School System recognizes that giftedness develops through discovering, nurturing, and fostering the potential of each child. Schools must provide learning environments where students feel free to take creative risks, offer conjectures, question assertions proposed by others, or have their own ideas challenged or confirmed without ridicule or fear of embarrassment. Parents and community are allies who have a critical impact in the cultivation of independent and self-reliant learners.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding

Standard 1: Student Identification	
Ashe County Schools (050) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1	
Standard 1: Student Identification	<i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i>
* Practice A	Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities for every student to show their strengths and talents.
	The Ashe County School district has clear comprehensive screening and identification and referral procedures that are articulated and disseminated to school personnel and parents. The AIG Plan, AIG Handbook, and AIG Program Brochures are accessible to all stakeholders online and in print documents. The Ashe County School District has developed specific screening and referral processes that leads to Academically Gifted (AIG) identification of students at all grade levels. AIG Specialists and the AIG Director are responsible for screening all relevant data, accepting referrals at their assigned schools, and maintaining an AIG watchlist of students who show potential for referral and placement. Recognition and identification of academically / intellectually gifted students must cross all cultural and economic strata. Students from culturally diverse or economically disadvantaged families, students with disabilities, and students who are highly gifted must have equal and equitable opportunities for screening and placement, early nurturing experiences, and appropriate, stimulating and challenging curriculum. All screening and referral data is collected and organized in each school's individual AIG folder (one folder per student to house pertinent information). This 2022 plan cycle, we are adding new components to the folder that allows for yearly goal setting, interest inventory results, and extra curricular/interest data. This folder will travel with the student when transition takes place ensuring that goal setting and planning for the future is taking place for each identified student. Screening is an on-going process which includes that all students be reviewed yearly using consistent criteria at each grade level at each school in the district because we understand that students develop at different rates and we have the belief that intelligence is not fixed. We communicate identification, screening and referral information in multiple ways. A letter regarding the screening, identification, referral, and placement processes for Ashe County School's AIG program is sent home to each 3rd and 6th grade parent. This letter is readily available in English and Spanish. Our chart clearly displays placement areas, criteria, scores needed and service options (see in evidence documents). This information is available on the website and in print. We also house our screening process on our district and school websites along with having print versions readily available. Screening and Referral Grades K-2: Criteria is in place to identify and serve high performing primary students. Teacher referral initiates the screening process for potential student identification. The qualitative and quantitative data that is collected in five different areas includes: academic aptitude, current achievement, a gifted behavioral checklist (includes learning characteristics, motivational characteristics, creativity,

leadership, and adaptability), grades, and student work samples. Based on results from the screening process, the AIG Committee from each school (which shall consist of principal, guidance counselor, gifted specialist or designated lead AIG teacher and regular education teacher) will meet to match service options with demonstrated student needs. Teacher referrals can also be made from observations made through talent development (PETS). AIG specialist will work with students in the classroom and do extended lessons where needs are demonstrated.

Screening for K-2 Talent Development

Talent Development will be done in all K-2 classrooms in the district. Students who demonstrate the need for a higher level of learning through talent development will be offered opportunities for advanced and enriched learning experiences through acceleration, enrichment, and/or extension. For these grades, screening for achievement, aptitude, interest, and motivation may take several methods including but not limited to the following:

- Teacher observations and checklists that focus on the following indicators:

- High level of curiosity
- Advanced abilities
- Imagination
- Advanced verbal abilities
- Analytical thinking skills
- Demonstration of leadership abilities
- Problem solving abilities
- Level of focus
- Perception/ Abstract thinking skills

Teachers will make note of students data along with abilities demonstrated through PETS lessons.

- Achievement as seen through i-Ready Reading, i-Ready Math, and /or mClass. All three programs monitor student progress on grade level concepts. Students who demonstrate above grade level performance will be noted as needing differentiated services. Each program has indicators and scales of above grade level performance.

*Students who score as blue in Dibels will be served through pull-out talent development during flex times at each elementary school.

- Achievement as seen through grades. Students scoring "M" for mastered in reading and/or math should be considered for advanced opportunities.
 - Student interest indicated through a student's focus area and/or curiosity. Information may be obtained through a formal interest inventory/survey, an informal interview, or documentation of a student's particular passion. Interest may also be demonstrated through a student's participation in extracurricular activities.
 - Student motivation to learn as demonstrated by a student's commitment to pursue learning experiences. This may be shown in the classroom, at home, and/or in the community.
- Any student in Kindergarten through second grade meeting one or more of the above indicators should be considered for advanced learning opportunities within the classroom and/or within the school's enrichment/flex block. Classroom teachers and staff should identify those students within their classroom that exhibit any or all of the above indicators. References from parents/guardians as well as those individuals who have significant knowledge of the student should also be taken into consideration. During the screening process, the teacher will compile a body of evidence (profile) concerning the student's abilities, interests, and knowledge. The teacher will use this evidence to determine if a student will benefit from advanced learning opportunities within the classroom

setting.

Early Entry to Kindergarten

In certain cases, a child may exhibit content knowledge, ability, and/or interest above that of the peers prior to the 5 -year -old birthday cutoff date currently established by the NC Department of Public Instruction. In this case, there does exist an early entry to school option that was established by state law in 1997. This law allows the parents of 4-year-olds to provide evidence of their child's giftedness for early kindergarten entry. Students must demonstrate:

- Standardized score on a nationally normed measure of ability at or above the 98th percentile administered by a licensed psychologist
- Standardized score on a nationally normed measure of achievement at or above the 98th percentile administered by a licensed psychologist
- Evidence of social and developmental maturity
- Student performance (work samples) well above age expectations (two to three years above same-age peers)
- Evidence of motivation and interest in learning

Grades 3-12:

Ashe County uses multiple criteria for AIG student identification as outlined in the 2019-2022 plan. These criteria have proven to be effective in identifying a larger population of eligible AIG students. There are two primary elements of the AIG identification process, 1) aptitude and 2) achievement. The Cognitive Abilities Test (CogAT) is administered to all third and sixth grade students in the fall as a screening tool that provides an aptitude score. This score along with multiple evidences of students' achievement are considered when searching for indicators of academic and intellectual giftedness. While giftedness is the manifestation of ability to learn well beyond the expected level of one's age mates, these abilities are sometimes muted in students by unfavorable environmental circumstances and need to be actively sought. Within any indicator, a single criterion may reveal a need for services. However, no single criterion should eliminate a student from consideration. High school students are screened and identified as gifted in Ashe County if there is a body of evidence that indicates a need. The AIG coordinator will review student records and EOC scores and follow the same identification procedure as grades 3rd-8th. Differentiation that is not being met via multiple pathways through AP, advanced and college course offerings, will be addressed and serviced by our AIG Coordinator at our high school. The AIG coordinator and counseling department will oversee the referral process which can be based on EOC scores, CogAT or other cognitive abilities test, grades, gifted behavior scale just as in grades 3rd-8th. We continue to look at students each year through senior year. Parent and/or teacher referrals can also start the process to analyze multiple data to identify giftedness. Yearly goal setting with a counselor or AIG lead will ensure students are being appropriately challenged and are aware of opportunities to meet their needs.

STUDENTS IDENTIFIED IN OTHER NC COUNTIES OR OTHER STATES:

Students entering Ashe County Schools who have previously been identified as gifted must meet the following criteria as presented in the AIG Plan for formal placement and services:

Grades K-2 – Transfer students identified as gifted from another system or state must meet Ashe County Schools AIG identification criteria to receive services at Level D option. If the criteria for level D services is met, students will qualify for an Individualized Differentiated Education Plan (DEP) and programming and services will be provided. If the student does not qualify, he/she will be reevaluated in grade as outlined in the plan for all students. All students in grades K-2 will be encouraged through the talent development program.

Grades 3-12 – Students who enter the district already placed in AIG, from another district or out of state, maintain their initial AIG identification in Ashe County Schools. Student performance and assessment data will be used to determine appropriate services and the identification process will be completed each year to screen for other areas of identification is the student shows a need or meets criteria.

Initial Screening Pool: (criteria used to identify)

- *District-wide Universal Screening: All students in grades 3 and 6 will take part in district-wide universal screening. We use the CogAT as the aptitude portion of the identification process. Students who score 90%ile and above are placed in the initial screening pool. Students who transfer into the district without aptitude scores may be administered aptitude testing if other indicators suggest testing is needed to determine placement. However, one missing factor cannot prevent a student from being serviced.

- *End of Grade/Course Scores: All Ashe County School student enrolled in third through twelfth grades participate in North Carolina End-of-Grade/Course testing in reading, math and science. We take pride in the fact that we look at the population for each grade along with each sub-group (race, socioeconomic, etc) and identify the top 20%, 15%, 10%, and 5% per test. If a student does not have an EOG/EOC score, then an applicable achievement score is used

- *Final Classroom grades are used in reading and/or math

- *Gifted Behavior Scale (filled out by two teachers and the average calculated)

- *Referrals by teachers, parents, or other

*** Practice B**

Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

Ashe County uses multiple qualitative and quantitative criteria for AIG student identification as outlined in the 2022--2025 plan. These criteria have proven to be effective in identifying a larger population of eligible AIG students and ensures that identifying and serving student strengths remain our goal. There are two primary elements of the AIG identification process, 1) aptitude and 2) achievement. Once information is gathered from these two areas, a "pool" of students is created at each grade level from either achievement or aptitude scores (see related documents for Individual Student Eligibility Profile). The Cognitive Abilities Test (CogAT) is administered to all third and sixth-grade students in the fall of each school year as a screening tool that provides an aptitude score. The EOG serves as an indicator of academic achievement. These scores along with multiple pieces of evidence (grades, gifted behavior scale, student performance/products, nominations) of students' achievement are considered when searching for indicators of academic and intellectual giftedness. An Individual Student Eligibility Profile sheet is used to calculate points and determine identification and service option.

IDENTIFICATION GRADES K-2

There is a process in grades K-2 to identify students who require intensive support and services. In K-2, we have service option D

which means the student gets one-to-one services by an AIG specialist. To qualify for AIG services, the K-2 student should:

- *Demonstrate an extreme need for differentiation before being considered for identification as documented through academic aptitude, current achievement, a gifted behavior checklist, grades, and student work samples
- *Teacher referral
- *98%ile or above on a nationally normed IQ/aptitude test administered by a licensed psychologist
- *98%ile or above in achievement for reading and or math on a nationally normed test administered by a licensed psychologist
- *Met criteria for early entrance to Kindergarten

It is not typical for Ashe County Schools to officially identify students in grades K-2 as AG, AR, or AM except under the circumstances listed above. However, Ashe County Schools recognizes that students learn at different rates/ways and develop at varied times. For this reason, the district supports K-2 Talent Development using the PETS program. Therefore, teachers and AIG specialist continuously seek to determine those students who can and will benefit from differentiated services and strategies. At the K-2 grade span, these groups will be flexible as students needs fluctuate based on the levels of exposure and maturity. Again, this differentiation may take place within the classroom and/or in school wide enrichment/flex time opportunities.

IDENTIFICATION GRADES 3-12

Students may be identified as gifted in Ashe County in one of the following areas:

Intellectually Gifted (IG)

98%tile or higher on nationally normed aptitude test

Academically Gifted in Math (AM)

A combination of the following criteria with a cumulative Individual Student Eligibility Profile point score of 20-29 points (see Student Services Pathway Chart and Student Eligibility Profile)
Quantitative IQ/aptitude score, Math EOG score, math grade, gifted behavior scale score, and other indicators if applicable to the student

Academically Gifted in Reading (AR)

A combination of the following criteria with a cumulative Individual Student Eligibility Profile point score of 20-29 points (see Student Services Pathway Chart and Student Eligibility Profile)
Verbal IQ/aptitude score, Reading EOG score, reading grade, gifted behavior scale score, and other indicators if applicable to the student

Academically Gifted in Reading and Math (AG)

A combination of the following criteria with a cumulative Individual Student Eligibility Profile point score of 20-29 points in both reading and math (see Standard 1 Student Services Pathway Chart and Student Eligibility Profile)
Quantitative and Verbal IQ/aptitude score, Reading and Math EOG score, reading and math grade, gifted behavior scale score, and other indicators if applicable to the student

Academically and Intellectually Gifted (AI)

98th percentile or higher on nationally-normed aptitude test A combination of the following criteria with a cumulative Individual Student Eligibility Profile point score of 30 or more points: Quantitative and/or Verbal IQ/aptitude score, Reading and/or Math EOG score, reading and/or math grade, gifted behavior scale score, and other indicators if applicable to the student

Snapshot of Individual Eligibility Profile Form used by district to determine pathway for identification (Grades 3rd-12th each year):

Student:

School:

Date:

1. Academic Aptitude

Verbal	Quantitative
98 - 99 %	10 points
96 - 97%	9 points
94 - 95%	8 points
92 - 93%	7 points
90 - 91%	6 points

2. Academic Achievement (EOG, EOC, Academic test chosen by school psychologist)

Reading_____ Math_____

(Consider most current math and reading scores separately, using information from the county testing coordinator.)

Top 5%	10 points
Top 10%	8 points
Top 15%	4 points
Top 20%	2 points

3. Grades (Latest yearly average in Reading or Math)

Reading	Math
97 - 100	8 points
91 - 92	6 points
85 - 87	4 points
	7 points
	5 points

4. Gifted Behavior Scale (GBS)

(Average of 2 teachers' scores)

(Previous grade teacher should complete one GBS and current teacher should complete a separate GBS.)

Total Score Teacher 1

Total Score Teacher 2

180 - 189	5 points
170 - 179	4 points
160 - 169	3 points
150 - 159	2 points
140 - 149	1 point
Below 140	0 points

5. Other Indicators _____

(AIG team should consider and assign points according to rubrics.)

Student Performance/Products Rubric Score 1-5 points

Nomination - 1 point

Form to be filled out

Point Total Reading _____ Point Total Math _____

POINTS	INDICATOR	POSSIBLE SERVICE OPTION
30 or more & 98-99% Aptitude	Strong	Service Option D
20 – 29 points	Need	Service Option C
15 - 19 points	Possible	Service Option B (watchlist)
Less than 20 points & 98-99% Aptitude	Strong	Service Option A

STUDENTS IDENTIFIED IN OTHER NC COUNTIES OR OTHER STATES

Students entering Ashe County Schools who have previously been identified as gifted must meet the following criteria as presented in the AIG Plan for formal placement and services: Grades K-3 – Transfer students identified as gifted from another system or state must meet Ashe County Schools AIG identification criteria to receive services at Level D option. If the criteria for level D services is

met, students will qualify for an Individualized Differentiated Education Plan (DEP) and programming and services will be provided. If the student does not qualify, he/she will be reevaluated in grade 4 as outlined in the plan for all students. All students in grades K-3 will be encouraged through the talent development program. Grades 4-8 – Students who enter the district already placed in AIG, from another district or out of state, maintain their initial AIG identification in Ashe County Schools. Student performance and assessment data will be used to determine appropriate services and the identification process will be completed each year to screen for other areas of identification is the student shows a need or meets criteria. Local AIG Plan, 2019-2022.

In the event a parent and/or guardian, has a concern or disagreement regarding identification, evaluation, eligibility, or services, the district has implemented a process to resolve disagreements. The parent/guardian shall first request a meeting with the school's principal, AIG Coordinator, and the Superintendent or designee. If a resolution does not occur at this level, the AIG Director will review the disagreement. At any point in the discussion, the school system may request mediation. In the event that the procedure developed under G.S. 115C-150 (b) (7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115(C)-150.7 has been implemented appropriately with regard to the child. Following the hearing the administrative law judge shall make a decision that contains findings and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 Chapter 150B of the General Statutes.

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*** Practice C**

Ensures AIG screening, referral, and identification procedures respond to 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.

Ashe County Schools' goal is to provide a quality, equitable education to all students. We have developed identification practices that intentionally focus on underrepresented populations. The AIG Specialists collaborate with the teachers for exceptional children as well as the English Language Coordinator to ensure that appropriate modifications are being met for any twice-exceptional students. All Ashe County 3rd and 6th graders are administered a group aptitude test to initiate the screening process. Use of rank ordering (we look at top 20%, 15%, 10% and 5% for math and reading) of state EOG/EOC performance data provides more information on various student subgroups during the screening process. The Ashe County testing coordinator provides a list to each school of the top twenty percent of students' scores from across the district on standardized achievement tests, as available, for each of the following groups:

Each ethnic group
Identified EL students
Identified Exceptional Children
Economically disadvantaged students
District as a whole

Grades and a gifted behavior checklist are used as indicators of need for placement. School personnel, parents/guardians, students and community members with academic knowledge of students may submit nominations for students to be considered for possible identification as academically/intellectually gifted. The AIG team at the elementary level will then compile a master pool of students to be considered for placement. The AIG student eligibility profile should be completed for students in this pool. At the middle and high school level, the AIG coordinator will review student records through the school counseling office for possible placement recommendations in grades 7-12.	* Practice D Monitors the screening, referral, and identification processes for consistent implementation across the LEA.	Procedures for screening, referral and identification are detailed in our local AIG Plan and approved by our Local Board of Education and the North Carolina Department of Public Instruction. Ashe County Schools are consistent in screening and identification procedures. We currently use: - CogAt Test - Naglieri or other school psychologist recommended test - EOG Test Grades - Teacher recommendation - Gifted Behavior Scale - Nominations by parents and community members The District AIG Team meets to compile data across the county. The same criteria is used for placement at all six of our schools. Students are placed in the screening pool if the above indicators suggest a need for identification. All students who are part of this screening pool will be reviewed by the school based AIG team to determine proper placement. Students who do not meet eligibility requirements will be placed on a "wait and watch" list. An advantage of being a small district is that it allows our AIG Director to meet at least quarterly and during the spring and summer with AIG specialist to monitor identification, screening and services provided. We look at specific numbers of students served the from which subgroups they are in to ensure that we are continuing to be equitable in our practices and we review our process in order to keep consistency of identification practices.	* Practice E Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/ families, students, and the community-at-large Communication with parents, teachers and administrators to clarify the procedures for identification and service options will continue to be updated and disseminated annually. Ashe County Schools maintains a DEP for all students who are identified and receive AIG services. This document is reviewed annually with parents/guardians. This DEP outlines the area of identification and the level of service provided as well as the service delivery options. Documentation that explains the identification process and service options is also included in the following: - Third and Sixth grade parent letter to all students - Parent Handbook
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AIG website Parent information presentation Parent brochure outlining AIG program at all levels	* Practice F Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records. The AIG Specialist at each school maintains a working eligibility pool spreadsheet which documents the data for each criteria for possible identification. For the students who meet the criteria for Service Options C or D, a folder is created that contains the proper paperwork. Included in the folder are the Students Eligibility Profile, School Site Decision Form, the Differentiated Education Plan and the Instructional Objective Form. Also included is a copy of the Gifted Behavior Scale that is completed by two classroom teachers. If a student has submitted a project or work sample for review, the rubric where this was assessed will also be included. The nomination form that can be submitted by a parent or community member will be included, documenting the rationale for this nomination. All of the data contained within this folder is reviewed with each parent/guardian before services are rendered. Parents/guardians must sign appropriate forms and be given copies of the Parent Handbook and all documents used for placement. This student record/folder will travel with the AIG student throughout their elementary, middle and high school years.
* Ideas for Strengthening the Standard In order to strengthen this standard and these practices, we are creating a revised AIG folder that houses more information that will travel with identified students each year. It will require and show evidence that students are met with by a specialist and/or counselor to set yearly goals, identify interests and talents and chart a course for the future. We will also continue to update our handbook, websites, and information brochures to align with our local plan. Historically, at the high school level, we feel communication has been a weakness and students have not always had the needed guidance. To help with this issue, we are asking the high school counselors/Homeroom Leads to help by looking at the students EOC data, reminding students that they can self-nominate, and ensuring that time is built into Husky Hall to review four year plans to ensure they are being challenged. High school homeroom (Husky Hall) teachers will loop with students all four years. This will help create relationships between students and teachers that will allow teachers to recognize gifted characteristics. Another way we are working to strengthen standard one is to provide more emphasis and training concerning Talent Development in order to ensure we do not miss a student who needs services. While we have some schools with strong models of K-2 Talent Development, it is not as we would like it to be district wide. This will be a focus for this new three year plan. Not only will we seek professional development opportunities from outside our district but our own AIG specialists will become more involved in helping all of our teachers better understand and implement Talent Development opportunities. At the high school level, we have already begun marketing and ramping up communication to parents concerning all the AP, Honors, Advanced, CCP, Dual Enrollment, CDM, and college credit courses. We have also started offering Earth Science and Math 1 to middle school students to allow them to go deeper into the math and science courses in high school	Planned Sources of Evidence

* Identification and Services chart survey results (parent, students, and teachers) Updated Placement Paperwork/ Student eligibility profile Updated Parent Handbook		
* Undated Parent Brochure Updated District and Individual School websites Testing calendar for CogAT		
* Agendas and presentations at various stakeholder meetings AIG Headcount Differentiated Education Plans (DEPs) Documentation of parents' annual review meetings Evidence of signed AIG folders		
Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	 <u>AIG Service Pathway Chart</u>  <u>Student Eligibility Form</u>  <u>AIG Brochure</u>  <u>Gifted Behavior Checklist Grades 3-8</u>  <u>Student Nomination Form</u>  <u>Sample of Template to organize pool</u>

Standard 2: Comprehensive Programming within a Total School Community	
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Standard 2: Comprehensive Programming within a Total School Community	
<i>The LEA provides a K-12 AIG program with an array of services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services will develop students' strengths through intentional learning experiences in various domains that are not dependent on the students' demographic background or economic means.</i>	
* Practice A Delivers an AIG program with comprehensive services that address the academic and intellectual needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification. Ashe County Schools provides a continuum of services that are comprehensive across all grade levels, kindergarten through twelfth grade. A variety of service options (within grade, beyond grade, across teams, accelerated, specialized, and dual enrollment) are available to meet individual students' academic and social/emotional needs. Differentiated Education Plans (DEP) match needs with services by reflecting the appropriate learning environment, strategies, and enrichment options available to each identified student. The district's AIG Program services meet the diverse needs of its gifted and high ability learners through enrichment pull-out of identified and early talent development students, consultation with regular education teachers, collaboration with counselors and other support personnel, and partnerships with all stakeholders. The AIG Program services collect stakeholder feedback and analyze student data in order to monitor and adjust services. Ashe County Schools presently employs three AIG specialists who serve AIG students in our three elementary schools. A literacy/AIG specialist supervises the AIG services at our middle school. A guidance counselor and curriculum coach oversees the program at the high school level with the assistance of the AIG Director. To address talent development in grades K-2, all schools use the Primary Educational Thinking Skills program. Criteria is in place to identify and serve high performing primary students. Gifted students in grades 3-6 are served through cluster grouping within the regular education classroom and enrichment pullouts in language arts and math. Sixth graders receive advanced math with a gifted specialist on a consistent basis. Specialists design curriculum units that integrate skills in all content areas. Middle school students are cluster grouped in math and reading and receive pull out enrichment during their Climb Time. High school gifted students are offered advanced, honors, and AP classes. In addition, high school students are offered courses through Ashe Early College, Wilkes Community College and North Carolina Virtual Public High School. The Ashe Campus of WCC is located on the same grounds as Ashe County High School and Ashe County Early College so dual enrollment is an option that many students take advantage of to help meet their needs.	
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* Practice B Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel based on student needs. The Ashe County School District's AIG specialists, general education teachers, exceptional children's teachers, instructional support staff, school psychologists, administration and families collaborate to develop, support and evaluate district-wide differentiated programs and services. Most of the services for students are coordinated by MTSS teams in collaboration with the AIG specialist and regular education teacher. This analysis of student data and collaboration among all Ashe County schools helps match programs and services with students' demonstrated needs and identification areas by serving the whole child. Students get mental health services, Panorama and Second Step curriculum, guidance lessons on character, and	

social skills training are also used with our AIG students.

Our LEA will continue to forge open communication with parents regarding the AIG placement of students, the differentiated services available to gifted students, and involve parents and other community members as allies to enrich and extend the learning opportunities for advanced learners. A list of AIG students is disseminated among instructional staff at the high school level to help ensure that all teachers know who the AIG identified students are in their classes. Students are required to meet with a counselor to ensure not only that they are on the right academic track for success, but to discuss any social/emotional needs they may have. Through our transition plan, counselors have strategies in place to ensure transitions are smooth from the elementary to middle and the middle to high. In the past three years, we have employed a full-time Career Development Coordinator and a Career Coach. We also used ESSER funds to hire a Lead Innovator of Student Success who keeps track all students at our high school to make sure they are attending school and keeping up with their cohort expectations. These staff members help all of our students with determining career goals and identifying programs and courses that will help them achieve these goals. They facilitate linkages with parents, business/industry, post secondary institutions and community organizations to support students' transition to post secondary education and/or employment. They advise our students through individual appointments, classroom presentations and other activities. Also, the Ashe County Schools' AIG Program encourages collaboration among all stakeholders in an effort to provide effective, meaningful, and appropriate differentiated programming and services. Professional Learning Communities and MTSS meetings afford personnel weekly/monthly opportunities to share, discuss, and improve gifted services to meet the diverse needs of these unique learners. The AIG Specialist and counseling staff confer often on gifted student underachievement, need for acceleration, and other academic/affective goals or concerns. The AIG specialist and regular education teacher at each school plays an important role in the identification and social/emotional status of students. Each team member contributes significantly to the staff's understanding of gifted learners and their needs. Counseling personnel serve on these teams at each school. Annual parent meetings, correspondence, conferences, and team/departments ensure collaboration and involvement. The Professional Learning Community model established by district administration has provided many opportunities for collaboration among all instructional staff. Weekly PLC meetings, district horizontal and vertical planning, common planning periods, and faculty meetings allow time for collaboration in providing differentiated programming and services. Parents of gifted students are involved through Parent Night presentations / events, website information, Differentiated Education Plans, and service on district level committees. At all schools in the district, the AIG Specialist and AIG Director are recognized as important resources for curriculum, service delivery, acceleration, social and emotional concerns and curriculum. The AIG Director (K-12 Curriculum and Federal Program Director) oversees all K-12 curriculum matters, ensuring knowledge of and collaboration with staff across the district to include the Elementary, Secondary, ESL, and EC Directors. A positive of being a small rural district is that communication is strong and personalized.

*** Practice C**

Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.

Ashe County School's mission is to work collaboratively to improve lives and provide all students with a safe, equitable and enriching learning experience every day, without exception. The four focus areas of our district strategic plan are:

- Growth Mindset
- Relationships
- Personalization
- Engagement

The Ashe County AIG plan aligns and connects with these areas. Our policies and plans are created and delivered through equitable identification and services based on student needs.

*** Practice D**

Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.

Ashe County Schools offers a continuum of service options designed to provide a rigorous academic curriculum, to enhance and nurture all students' strengths and to provide enriching educational experiences for students. Students are identified in four different service options that allow for differentiation according to their individual needs. Students identified in Service Options C and D in elementary school are served in cluster group and pull out settings with the AIG Specialist during enrichment or flex times. This ensures that they are not missing out on any core instruction in the regular education classroom and the additional services meets the MTSS school wide model. Students identified as Service Option B are served in the regular classroom with the assistance of the AIG specialist coordinating with the regular classroom teacher. Our advanced learners at the middle and high school are guided toward deeper enrichment in math and reading during flex times. Cluster grouping in courses for these learners are offered at both the middle school along with pull out servicing during Climb Time. Students identified in High school are served through course selection, dual enrollment and online courses. AIG teachers support and model the use and development of differentiated units and lessons using 21st century content and skills. AIG teachers provide professional development and support for teachers in their schools to differentiate the NC Standard Course of Study objectives. AIG teachers consult with teachers in Professional Learning Communities in grades K-8 to provide support for planning instruction for gifted students. Our high school now has departmental planning at the same time for the first time and it has allowed them to look at effective lessons for all levels, including AIG identified and those students who self-select honors and AP courses.	* Practice E 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. AIG Specialists will consistently collaborate with teachers, school administrators and support staff to deliver relevant information concerning the local AIG program and plan. This will be accomplished through meetings, AIG Handbook, AIG Brochure and AIG Website. 89% of our teachers surveyed believed the district informs instructional personnel about the delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan. By the end of the plan cycle, we would like 100% of our teachers to be aware of how to differentiate and service advance learners and AIG students.
* Practice F Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. Ashe County School employs three AIG Specialists who work with the three elementary schools respectively. The AIG services in K-6 are consistent and relevant. Through our Transition Plan, we have been working to bridge gaps that were evident at the middle and high school levels due to a lack of personnel to oversee the programs. This and the employment of an AIG Director have made the transitions smoother. The AIG Director meets with all AIG Specialist to ensure continuity and equability of services in our six schools. When students transfer to the middle and high school, teachers meet to transfer AIG records and discuss proper continued placement for these AIG students. The elementary school specialists, and the AIG Lead from our one middle school meet at least quarterly and over the summer to plan, gather identification data, discuss needs, celebrate success and progress and transition of students.	* Practice G Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration. Ashe County Schools works to offer a wide range of programming options for acceleration for students. Credit by Demonstrated Mastery is listed as an option within our course registration guide. The process for kindergarten Early Entry is aligned to the state and is outlined in Board policy. These guidelines include: a. Fourth birthday by April 16th of entry year

b. Testing administered after April 16th of entry year

c. Aptitude (Score at the 98th percentile on a standard individual test of intelligence such as the Stanford-Binet, WPPSI, Kaufman-Anderson, or other comparable tests administered by a licensed psychologist)

d. Achievement two to three years beyond peers (Score at the 98th percentile on either reading or mathematics on a standardized test of achievement) e. Performance (Observations, student work samples, informal reading assessment)

f. Observable Student Behavior (Social and developmental characteristics, as documented through two recommendation letters from preschool teachers, pediatricians, or other adults with knowledge of the child. Checklists may also be used for support in this area)

g. Motivation/Student Interest (Observations, interviews with the child which document a great deal of knowledge or extreme interest on the part of the child)

Parents wishing to submit a child for consideration for early admission to kindergarten shall present the required information within the first thirty days of the school's instructional year. If the child is admitted to kindergarten, the principal may rescind his/her approval based on substantial evidence that the child is not adjusting satisfactorily to the school setting. (N.C. House Bill 1099) Early admission to kindergarten does not automatically place a child in the AIG program. The school's AIG Committee must review the child's progress and educational setting in ninety (90) calendar days of the child's enrollment. If the Committee recommends the child receive services, either a Differentiated Education Plan or an Individual Differentiated Education Plan shall be developed. Curriculum compacting is provided for students whose data demonstrates a need. When considering the option to grade or subject accelerate/skip, the whole child is considered by evaluating together as a team at the child's readiness academically, socially, and emotionally to determine if it would be a best fit for the child. The AIG team discusses the appropriate services for students in the development of each student's DEP. Annual meetings are held with parents to discuss progress, best service options, placement, and classes. Our district consistently enrolls students in online NCVPS and NCSSM courses along with dual enrollment courses through Wilkes Community College. Ashe Early College students also have these dual enrollment options. The registration process for these courses are consistently shared through course registration guides, as well as parent informational meetings.

Service Option D - An education plan for gifted students who require intensive support and individualized services. This service option may be reflected in differentiated education plans advising grade acceleration, early admission to school, advanced placement courses, or similar services. This option also includes the identification of students in grades K-2 who may require individualized services. In K-2, Service Option D is based upon strong student interest and motivation. The indicators for service option D include teacher recommendation, principal recommendation and an aptitude and achievement score at the 98-99th percentile on an appropriate individual measure recommended by the school psychologist. Our LEA follows the state guidelines when reviewing for early entrance to kindergarten. These guidelines include:

a. Fourth birthday by April 16th of entry year

b. Testing administered after April 16th of entry year

c. Aptitude (Score at the 98th percentile on a standard individual test of intelligence such as the Stanford-Binet, WPPSI, Kaufman-Anderson, or other comparable tests administered by a licensed psychologist)

d. Achievement two to three years beyond peers (Score at the 98th percentile on either reading or mathematics on a standardized test of achievement)

e. Performance (Observations, student work samples, informal reading assessment)

f. Observable Student Behavior (Social and developmental characteristics, as documented through two recommendation letters from preschool teachers, pediatricians, or other adults with knowledge of the child. Checklists may also be used for support in this area)

g. Motivation/Student Interest (Observations, interviews with the child which document a great deal of knowledge or extreme interest on the part of

the child)	Parents wishing to submit a child for consideration for early admission to kindergarten shall present the required information within the first thirty days of the school's instructional year. If the child is admitted to kindergarten, the principal may rescind his/her approval based on substantial evidence that the child is not adjusting satisfactorily to the school setting. (N.C. House Bill 1099) Early admission to kindergarten does not automatically place a child in the AIG program. The school's AIG Committee must review the child's progress and educational setting in ninety (90) calendar days of the child's enrollment. If the Committee recommends the child receive services, either a Differentiated Education Plan or an Individual Differentiated Education Plan shall be developed. Students in grades 3-6 and 7-8 are placed in Service Option D if a student scores a total 30 or more points and aptitude is at the 98th or 99th percentile. Students in grades 9-12 are offered the opportunity to enroll in special schools such as the NC School of the Arts, the NC School of Science and Math, dual enrollment, satellite/online courses and Governor's School. This population is also served within the regular population of AIG students as we look at the whole child and the needs of each student.
* Practice H Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.	Our LEA is cognizant of diversity in the identification of AIG students. Once identified, students of all ethnicities, economic status and populations are provided with a curriculum framework based on acceleration, complexity, depth, challenge and creativity. We are now identifying IG (intellectually gifted) students that may have been overlooked in the past. Highly Gifted students are identified through our program as service option D students and receive individualized services. Some intentional strategies we implement with our gifted students include: - Acceleration: fewer assignments to master standards, pre-testing for standard based skills, emphasis on higher-order thinking skills - Complexity: multiple higher order skills used, more variables to be studied, multiple resources required - Depth: multiple applications used to study concepts, research conducted, products developed - Challenge: advanced resources utilized, sophisticated content, cross-disciplinary applications - Creativity: model construction based on criteria, alternative tasks, products, and assessments, oral and written communication to a real world audience emphasized. At our middle and high school levels, students are involved in Career Fairs, Curriculum Fairs, Upward Bound programs, the YES program, internships, job shadowing and mentorships. Working closely with ELL, EC, Title I, and other support staff, the AIG Specialist plans intentional units of study that meet the interests and needs of underrepresented students (in our district-socioeconomic and Hispanic). The district's elementary schools, each addressing intentional and supportive curriculum for its student populations, to include AIG students use blended learning, Leader In Me, Capturing Kids Hearts or PBIS, and weave in multicultural literature and themes to provide opportunities for varied modes of learning styles, curriculum interests, advanced technology, and cultural studies. High achieving and gifted students excel in these environments, receiving special academic challenges and affective support. The STEM Innovator of Student Success has been able to provide opportunities that engage our AIG students to pursue their own learning passions as she visits all elementary classrooms at all three schools. Her lessons align with standards but allow students to problem-solve at their pace, ability level, and area of interest. AIG students thrive on this type of learning environment with hands-on projects as the key model. She has also built strong community partnerships at each grade level which opens the community and world at-large to our students.
* Practice I Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.	

Ashe County Schools offers numerous extra-curricular programs and events. Examples of extracurricular activities both in and out of the classroom are:

Battle of the Books
Spelling Bee
Science Fair
Soil and Water Conservation Contest
Beta Club/CASE Club
Summer Leadership Camps
TSA Club
Robotics
Chess Club
Career and College Fairs
The Reality of Money Store
Model UN
Arts Honor Society
Mu Alpha Theta (Math Honor Society)
National Technical Honor Society
Rho Kappa (Social Studies Honors Society)
Summer Adventure Camps
Lessons with Lead STEM Innovator
Gear UP Field Trips
ASU Summer Camps
WCC/Gear Up STEAM Camps
YES Program
Maker Days at the Middle School
Science Olympiad
Spanish Honor Society
Student Council
HOSA

This past year, we were able to utilize ESSER funds and Title IV funds to offer more "closing the opportunity gap" activities and we plan to continue to fund activities such as hiking club, Girls on the Run, Chess Club, Robotics Club, Fishing Club and yoga club. These types of clubs and activities help develop not only the talents and interests of our AIG population, but help them find connections to peers and try new social settings.

Through these clubs and opportunities, students can build new relationships with like minded peers, expand thinking, and create new passions for diversities of subjects. These enrichment opportunities helps to broadens horizons for our students who do not have opportunities to travel outside of our rural county, while also highlighting the strengths of our Ashe County culture.

*** Ideas for Strengthening the Standard**

- To better align the identification areas with appropriate services by monitoring and adjusting over the course of the three year plan
- To work closely with staff and counselors to ensure smooth transition points at the middle and high school

--To coordinate with the ESL, Title I, MTSS, and other support personnel to align the AIG Program Identification and services to meet the diverse population of our district. --To provide additional academic and effective opportunities for high ability and gifted students through programs and events that meet their interest and needs --To provide professional development on identifying and serving underrepresented populations and underachieving gifted students whose giftedness may be masked due to circumstances --To analyze the effectiveness of grouping practices (cluster grouping s pull out) through student growth measures (growth not proficiency)		
Planned Sources of Evidence		
* Differentiated Education Plan Emails, copies of letters and other correspondence with stakeholders Rosters of parent participation on school and district level committees * Individual Eligibility Profile form that documents multiple criteria for student identification PLC data and agendas * Parent Handbook K-12 Services Chart AIG specialist schedule for PETS (Talent Development) Elementary School STEM sessions with STEM Innovator Student, parent, and staff surveys and input		
Type	Documents	Document/Link
AIG Standard 2 Additional Resources	N/A	 <u>AIG Parent Handbook (digital that can be printed)</u>
		 <u>Grades 3-6 DEP</u>
		 <u>DEP Grades 7-8</u>
		 <u>Grades 9-12 DEP</u>
		 <u>K-2 Instructional Objectives for Level D student who places</u>

Standard 3: Differentiated Curriculum and Instruction

Ashe County Schools (050) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

Standard 3: Differentiated Curriculum and Instruction

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

Ashe County Schools bases all modes of instruction on the NC Standard Course of Study (NCSCOS). The AIG Program supports teachers with strategies to differentiate the NCSCOS and recognizes the need for ongoing professional development for AIG specialists, teachers and administrators.

To ensure appropriate and differentiated learning taks for gifted students, the NCSCOS will be adapted according to the following:

- A. Acceleration-
 - Fewer assignments to master standards
 - Pre-testing for standard based skills
 - Emphasis on higher-order thinking skills
 - Subject-level acceleration as needed
- B. Complexity-
 - Multiple higher order skills used
 - More variables to be studied
 - Multiple resources required
- C. Depth-
 - Multiple applications used to study concepts
 - Research conducted
 - Products developed
- D. Challenge-
 - Advanced resources utilized
 - Sophisticated content
 - Cross-disciplinary applications
- E. Creativity-
 - Alternative tasks, products, and assessments
 - Oral and written communication to a real world audience emphasized
 - Opportunities for student interest-driven learning and products

While formal services begin with identification and service delivery at grade 3, students in grades K-2 who are recommended and identified may receive consultative service to incorporate differentiated learning in the regular classroom. Cluster grouping, curriculum compacting, tiered assignments and grade or subject acceleration may be used to meet students' needs.

*** 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.

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

The Ashe County School System fosters the development of educational talents in grades K-2 students through the Primary Educational Thinking Skills (PETS) program. Using the PETS program as a whole class systematic enrichment and diagnostic thinking skills program, lessons are taught in homeroom classes using the PETS program and students are identified for further lessons to offer opportunities for learners with different strengths to shine. Furthermore, criteria is in place to identify high performing primary students who need extra differentiation activities.

Gifted students in grades 3-6 are served through cluster grouping within the regular classroom and enrichment pullouts in language arts and math. Sixth graders receive advanced mathematics with a gifted specialist on a daily basis. Specialists design curriculum units that integrate skills in all content area with special attention to the individual learning styles and student interest. Surveys are given to students at the beginning of the school year to help identify their learning preferences, interests and strengths. Project-based learning is incorporated throughout units of study using choice boards, tic-tac-toe and menus along with other research based strategies for AIG students are deployed.

Middle School:

AIG identified students are served through cluster grouping within the regular classroom and pull-out settings during Climb Time. Seventh grade students receive advanced mathematics and Eighth grade students take high school level Math I and Earth and Environmental Science. Students being serviced under Option D are provided with NCVPS courses that meet their needs. Teachers differentiate within the advanced classrooms by integrating skills in all content areas with special attention to individual learning styles and student interest. Surveys are given to students at the beginning of the school year to help identify their learning preferences, interests, and strengths. Project and service based learning is incorporated throughout units of study using a variety of methods.

High school:

- Enrollment in honors and AP courses
- Enrollment in Ashe Early College
- Dual enrollment with Wilkes Community College
- NC Virtual Public Schools (NCVPS) courses
- Credit by demonstrated Mastery (CDM) using assessment and performance tasks

Instructional strategies are employed to meet the needs of diverse learners throughout the continuum of services. Socratic seminars, literature circles, essential questions, logic and problem solving tasks, Math Star and Superstars challenge problems, independent studies, curriculum compacting, Jacob's Ladder activities, and the differing levels of Bloom's taxonomy are employed throughout the AIG program and classes.

*** Practice C**

Incorporates a variety of evidence-based resources that enhance student learning.

Ashe County Schools and the AIG Program are committed to utilizing the most current research-based resources and practices. AIG and instructional funds are used to purchase ancillary materials and supplies to support differentiation. Each AIG specialist houses a large array of AIG resources housed at each school. These materials are available for check-out and use throughout the school year, with some materials purchased for continual classroom use. Teachers are surveyed to ascertain classroom needs and student interests, after which AIG funds are used to purchase of these requests.

The AIG Director and specialists researches to determine current curriculum resources best suited for the identified students. Augmenting curriculum and instruction is critical to AIG program success, not only to supplement the resources for gifted students in the regular classroom and for enrichment pull-out but also to afford teachers the opportunity to expand their understanding and knowledge of this special population.

Implementation of content modifications as identified on students' Differentiated Education Plan

Flexible grouping

Differentiated instruction based on formative and quarterly assessment data ~

Learning Pathways designed for individual learners

Project-based learning

Problem-based learning

Thinking Maps

Socratic Seminars and Shared Inquiry

Paideia seminars

Technology incorporated into lessons

STEM Lessons at each grade level shared by district STEM Lead Innovator ,

Leader in Me, Capturing Kids Hearts, or PBIS

Blended Learning

William and Mary curriculum units

Junior Great Books

Prufrock Press and Pieces of Learning published books for Gifted Learners (all subject areas)

Scholastic

College Board AP released exams

Letterland

mClass

iReady Reading and Math (allows acceleration on own level but also whole group standards lessons)

Reading Foundations

Math Foundations

Primary Educational Thinking Skills

DIBELS Next

Ian Byrd resources

Gifted Guru resources

Lego Play

Corrective Reading

HillRap for potential dual identified

Junior Great Books

Jacob's Ladder
Thinking Maps
Perfection Learning Themed anthologies for literature circles

All Ashe County School teachers, including teachers of AIG students, receive planning time to research, collaborate, integrate, and develop curriculum and instruction that supports the needs of advanced learners. Resources are purchased annually to supplement the AIG specialists "libraries" and the classroom curriculum needs. Online resource sites that are research-based and current are disseminated often via district email, newsletters, and other communications. National, state, DPI, and district supplemental resources are employed by personnel to assess, develop and implement appropriate and updated best practices in curriculum and instruction. Resources are utilized throughout the district, K-12, and in all departments.

*** Practice D**

Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership.

Ashe County Schools fosters the development of 21st century content and skills. For example, all classrooms are equipped with a digital presentation system and document camera and all students K-12 have one to one devices from school to home. A These digital tools are used to focus on creativity, critical thinking, communication and collaboration. The use of Canvas and multiple technology applications help our students learn to ask questions, build relationships, and strengthen their communications skills.

All Ashe County Schools teachers recently participated in a series of training on Schlechky's Levels of Engagement. Teachers identified various modes and levels of engagement and worked to create and design unit plans to further engage students within their classrooms through project-based activities and different modes of learning.

This year we were able to employ a STEM Innovator of Success to help the elementary schools integrate and incorporate more hands-on STEM activities within classrooms. This lead innovator moves around to classrooms throughout all 3 elementary schools to model lessons, provide materials for classrooms, and aid teachers in implementing STEM in their classrooms.

Literacy specialists along with elementary principals have been developing a county-wide elementary reading plan that will be implemented next school year along with LETRS training on the Science of Reading. This program helps to promote the development of communication skills within students.

Our students also participate in the following programs that help foster 21st century skills:

Project Lead the Way
Reality of Money
Career Fairs
Battle of the Books
Spelling Bee
Gear Up
YES Program

Summer Camps (local, state, national) Camp Med Maker Days School-Based Clubs- based on interests Girls on the Run/Step it Up Outdoor Trailblazer Club Beta Club CASE Club HOSEA FFA Culinary Club- state wide competitions JROTC- Raider's, Color Guard Science Olympiad Continued emphasis will be placed on developing collaborative problem-solving, global awareness, communication skills, and gifted behaviors in all children. Evidence of the effective integration of 21st century content and skills will be observed through teacher observations/evaluations, lesson plans, and student products and performances.	
* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices. Ashe County Schools uses both formative and summative assessments to analyze student data and differentiate instruction. Our county uses iReady reading and math as universal screeners and for diagnostic purposes. In addition, NC Check-ins, STAR assessments, and DIBELS Next are used to aid our instructional processes. Teachers are trained to build assessments through SchoolNet and to effectively use the data from these assessments to inform differentiated planning and instruction. Teachers participate in Data Days at the school level in which test data is analyzed and used to drive instruction and grouping. Evidence of data driven instruction can be observed through: Classroom observations Teacher PDP's Lesson Plans Diagnostic Data/Benchmarks Data Days/PLC's to analyze data mClass KEA (Kindergarten Early Assessment) NC Check-ins NC ELI (kindergarten) Mock EOGs Data from Panorama surveys	Ashe County Schools uses both formative and summative assessments to analyze student data and differentiate instruction. Our county uses iReady reading and math as universal screeners and for diagnostic purposes. In addition, NC Check-ins, STAR assessments, and DIBELS Next are used to aid our instructional processes. Teachers are trained to build assessments through SchoolNet and to effectively use the data from these assessments to inform differentiated planning and instruction. Teachers participate in Data Days at the school level in which test data is analyzed and used to drive instruction and grouping.

*** Practice F**

Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

Ashe County Schools and the AIG Program provide AIG students with curricular and instructional practices that support their social and emotional needs. Students are given numerous opportunities at all grade levels to participate in clubs, competitions, and special services, allowing them to interact with the greater school community. Parents are invited to Parent Events such as Parent Day or Parent Night and other AIG events that provide information about meeting students' effective needs. Units of study in elementary enrichment pull-out support team building, cooperation, and group discussions about social and emotional issues. Gifted students have unique social and emotional needs that must be met in order to maximize their learning and develop positive relationships. Administrators, teachers, and counselors in Ashe County Schools will help students make the best academic and personal choices to promote their total growth and well-being.

Ashe County Schools employs a full-time Career Development Coordinator and a Career Coach. These employees help all of our students with determining career goals and identifying programs and courses to help them achieve their goals. They facilitate linkages with parents, business/industry, post secondary institutions and community organizations to support students' transition to post secondary education and/or employment. They advise students through individual appointments, classroom presentations and other activities.

A Transition Plan has been implemented at the PreK to Kindergarten and Middle School to High School levels. These plans assist students and their parents/guardians with major transitions and help alleviate uncertainty for all students. Brochures and handbooks have been created to distribute to students and parents/guardians outlining curricular offerings, extracurricular offerings, and community and higher education offerings.

Ashe County Schools employs two full-time Social Workers at the county level. They assist with addressing the social and emotional needs of at-risk populations, which often includes AIG students. They work to align families and students with community resources for various needs and conducts home visits.

Our county employs a full-time Student Success Coordinator at the Ashe County Middle School. She works with attendance, behavior and course work issues. She meets with at-risk students and bring in speaks to address various social emotional issues for all students.

Our high school employs a Lead Innovator of Success. This person allows our high school to connect with struggling students and intervene early before students have chance to major failure.

Our elementary schools teach social emotional skills using the Leader In Me program or Positive Behavior Interventions and Supports (PBIS) Program. Through these programs students participate in lessons focused around social emotional needs.

At the middle school level, PBIS is employed throughout the school and all students cycle through the LeadWorthy course during enrichment. While at the high school, students participate in the newly added Capturing Kids Hearts program and the Leadworthy program. Students meet weekly in homerooms for lessons and meetings with their homeroom class that are focused around social emotional aspects.

Just this year, our county purchased Panorama Education products to help teachers act quickly on data to improve student outcomes in social-emotional learning, school climate, family engagement, MTSS & more. We hope to be able to employ the use of this product even further next school year.

Social and emotional needs are incorporated into classroom and pullout lessons when teaching reading and writing lessons to making connections to self, others, and the world. The Jacob's Ladder Affective Reading Comprehension Program which is used in elementary schools is focused on applying specific targeted readings and images from various genres of literature and visual media to link comprehension and analysis skills about the

affective domain. Upward Bound, YES Program, and GearUp are three supplemental programs that support our students in opportunities to attend summer camps, afterschool events, and extracurricular activities. Students are given the opportunity to connect with various students throughout the state while collaborating in diverse groups. This year Mental Health Therapists contracted services at all three elementary schools to provide support to students who needed counseling services and our high school has the ASC Center which provides mental health support for students in addition to school counseling support. School Nurses are employed at all schools in the county to help provide for student health needs.	* Practice G Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional differentiated curriculum and instruction. Ashe County's AIG plan supports efforts to foster talent development in our students in kindergarten through second grade, without formally identifying students. AIG Specialists will implement, model, and monitor PETS (Primary Educational Thinking Skills Program) in grades K-2. A K-2 plan is in place to formally identify and meet the needs of any student who is excelling at a well above average level in those grades. Classroom teachers differentiate within their classrooms by giving enrichment opportunities through small groups to help develop the potential of students through early intervention.	* Practice H Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs. Ashe County Schools ensures collaboration among AIG personnel and other professional staff to develop and implement differentiated curriculum and instruction. The Professional Learning Community (PLC) model provides the vehicle and time for this collaboration. PLC and MTSS meetings allow teachers, the AIG specialist, and other personnel the opportunity to analyze, develop, and implement appropriate curriculum and instruction, based on students' assessment and performance needs. There are four AIG specialists in Ashe County Schools. These specialists are involved with alignment of the NC Standard Course of Study in the development of pacing guides and provide teachers with enrichment/extension activities and resources to use in their classrooms. AIG teachers work with Professional Learning Communities and provide professional development in differentiation strategies for all children. The AIG Director and/or Specialists attend regional round-table meetings, the state gifted conference, and other gifted information meetings provided by the Department of Public Instruction. The AIG Director meets with AIG Specialists to provide updates on gifted education, review best practices and instructional strategies for gifted learners and clarify any questions about the plan and/or service delivery options. She also shares updates via emails, texts and phone calls. Within individual schools at the elementary and middle school level, specialists have open communication with classroom teachers about student academic and intellectual needs across all grade levels. Specialists meet with teachers, administration, and support personnel to develop plans of instruction and differentiation for gifted learners.
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Within the last two years, Gifted Specialists met with middle grades teachers to develop a compacted pacing guide for advanced mathematics at grade levels 6, 7, and 8. This document identifies standards at each grade level that are to be taught within advanced math classes in order for students to move through the curriculum at an accelerated rate and be able to take Math I while in 8th grade. The AIG Director and Specialists have a shared Google Drive that houses resources and materials to differentiate curriculum and share information with each other. Furthermore, specialists meet regularly to share resources across the county and brainstorm research based strategies and activities for gifted learners.
* Practice I Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/guardians to ensure effective programming, provide a continuum of services, and support school transitions. Ashe County Schools provides each academically gifted student with a DEP (Differentiated Education Plan). The K-2 DEP plan is an individualized document that is created by the AIG specialist, classroom teacher, and parent input. It includes specific methods of instruction that match the identified needs of the student. The 3-12 DEP has several options for differentiated curriculum and instructional services that are specific to each student. Parents are invited to the initial placement meeting to create the DEP that best meets the needs of the student. The DEP includes the service option, opportunities available to student (academically and in the area of talent development) and a description of how services will be provided. This plan is reviewed yearly and affirmed by parents, teachers and students to ensure appropriate delivery of services. Reviews of current placement are conducted at the end of each academic school year to assess each child's performance, affirm continued placement at the same service option and facilitate transition to the next setting.
* Ideas for Strengthening the Standard Talent development will be a high priority for the coming school years. We wish to implement greater accountability for follow-through with whole group and small group lessons. In addition, specialists will work with classroom teachers to model differentiation strategies as well as implementation of effective enrichment practices. Ashe County Schools will utilize School Net, NC Check-ins and iReady to gather resources aligned to the NCSCOS and create formative classroom assessments and summative benchmark assessments. Data collected from these assessments will be used to purposefully form differentiated groups for instruction. Continue to develop new, innovative opportunities for AIG/IG students to engage in content and deepen their understanding of concepts and content within and beyond the scope of the SCOS Enhance and support the AIG teachers' pull-out and consultative role of assisting teachers with adapting curricula to meet the needs of AIG students. We also see the benefit of providing a yearly performance review and goal setting meeting (using new AIG folders)

Planned Sources of Evidence

* Lesson Plans SchoolNet/ NC Check-ins Interim Assessments Transition Plan Transition Planning Chart provided by each school Sign-in sheets from workshops or team meeting Student achievement PLC's notes
* Differentiated Education Plans Student work samples and portfolios Grade level meetings Documentation of Parent Nights Documentation of AIG student counseling sessions STEM Innovator lessons
* Documentation of the students taking advanced and/or dual enrollment courses Documentation of AP and Honors courses offered at ACHS Extracurricular activities/Summer Camp AIG specialist Job Description

Type	Documents	
	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	 AIG Specialist Job Description  Sample of Summer School District Camps offered to students  AIG Progress Report- Elementary.  List of AP and Honors classes offered at Ashe County High School

Ashe County Schools (050) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

Standard 4: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing 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.

Ashe County Schools employs a K-12 Curriculum and Federal Programs Director who is also a state AIG-licensed director and coordinator that oversees the AIG local plan. The director has over 27 years of experience as an AIG specialist that worked directly with AIG students in the system. The AIG Director is responsible for overseeing all AIG specialists in the school system. She is the lead coordinator in planning, writing, implementing and monitoring the local AIG program and plan.

The Director also attends all possible state and district meetings in order to keep current with events and trends in gifted education, including matters of law, best instructional practices, new resources and materials, and other issues. The director also does the following:

- *Maintains and recruits highly qualified teachers who have data that shows effectiveness with AIG students
- *Encourages teachers to pursue licensure for AIG (Regional training and Praxis)
- *Serves as the vocal advocate for AIG students and programming to the school board, administration, schools and community
- *Ensures AIG folders are being used to fidelity and are being transitioned from setting to setting
- *Recruits and encourages parents to advocate for their students
- *Seeks professional learning opportunities for AIG specialists and regular teachers that helps them learn best practices for differentiation and AIG identified students.
- *Ensures that AIG specialist have the needed training to stay up to date on researched based best strategies
- *Makes sure PETS program is being conducted to fidelity
- *Monitors paperwork to ensure consistency
- *Makes revisions, and monitors changes in the local plan along with managing the stakeholders involved in creating, editing and revising the plan.
- *Works with Accountability to ensure that the process of giving the CogAT goes as planned (training, ordering materials, scoring, score reporting, translating, etc.)
- *Seeks opportunities to expand programs through grants and community partnerships
- *Reviews educational research related to improving student achievement and promotes research based best practices for the K-12 instructional programs.
- *Regularly visits schools and classrooms to address needs and assist instructional personnel
- *Oversees and makes decisions for coordination of procedures, schedules, project outcomes, documentation, and grants for AIG in compliance with federal, state, and local requirements
- *Oversees the referral, screening, and identification processes to ensure equitable access for all students, including those who have been unrepresented in AIG
- *Helps specialists coordinate activities relating to AIG
- *Collaborates with state coordinators, school administration and teachers to design and implement best instructional practices and resolve problems

and compliance issues associated with AIG. *Helps specialists coordinate professional development and coordinate IAG PLCs	
* Practice B Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners. We employ an AIG-licensed specialist for each of our elementary schools. A literacy/state AIG-licensed specialist supervises the AIG services at our middle school. A guidance counselor and curriculum coach oversees the program at the high school level with the assistance of the AIG Director. Specialists are engaged in and focused on tasks for gifted learners. This practice is evidenced by the following: Talent Development for grades K-2 (PETS follow up lessons) Elementary resource pull-out for those students that need pull-out services as demonstrated by service chart Cluster grouping within the regular classroom (grades 3-8) Middle school/ high school advanced courses (Honors, AP, Dual enrollment, enrollment in Ashe County Early College, NCVPS courses) Units of study (creating and providing resources to teachers) Lesson plans and modeling differentiation Parent meetings for DEPs and any issues that may arise (along with goal setting, future planning) Variety of service delivery options Various competitions and enrichment events Faculty meetings and PLCs Collaboration with classroom teachers and other support personnel Class schedules Student files/AIG Folders Differentiation PD for classroom teacher Professional Development for staff Key personnel is required to implement a comprehensive program for gifted students. A comprehensive understanding of and proficiency in the following tasks which explicitly address the academic, intellectual, social, and emotional needs of our gifted learners: *Collaborate with classroom teachers on the referral process for AIG program *Facilitate meetings with parents and teachers to develop the DEP *Articulate with school personnel characteristics of gifted children using assessment criteria and observations of learning behaviors *Develop professional development designed to meet the unique needs of gifted learners *Collaborate with teachers on integrating advanced learning activities and Talent Development for students *Facilitate the programming, including flexible cluster-grouping options in heterogeneously or homogeneously grouped classrooms *Evaluate students success using formative and summative data and then adjust and modify accordingly	
* Practice C Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators. Currently Ashe County Schools does not mandate professional development for personnel working with AIG students. However, students in regular education classrooms benefit from differentiated instructional strategies and the nurturing of gifted behaviors. During the course of our three year	

plan, we would like to implement a local licensure opportunity for our teachers in the area of AIG. Until then, we will continue to encourage teachers at all levels to take part in the NWRESA AIG training that is help each summer. This school year, we are dedicating at least one professional development day that is set aside in the calendar for PD concerning differentiated instruction at the secondary level. Surveys completed by teachers in the spring of this school year demonstrate a need for this training. Licensed AIG Specialists work with classroom teachers to differentiate content and teaching strategies for gifted learners. We are also seeking PD on best practices or models using Cluster Grouping within the regular education classroom. We also realize that after the pandemic, our K-2 teachers need training in our PETS program as we have many new teachers in grades K-2. We also are creating a plan at each school so that specialists train new teachers on our screening, identification, and services. According to our survey, only 55 percent of our teachers feel confident in differentiating for AIG students. Therefore, we are planning PD centered around differentiation and strategies to use in a 90 minute block. In student surveys, they reported way too many classes that rely on lecture. This year, we had all teachers take part in Schlechty training to help them learn methods of engagement for all students, including our gifted and under-achieving gifted learners. Our strategic plan has four focus areas: growth mindset, personalization, engagement, and relationships. Our PD for our specialists will also revolve around those four areas. We are providing choice in our PD for teachers and they will have opportunities to take part in PBL, co-teaching, go and see)to visit models of specific programs, Ted Talks Center in New York, Standards based grading in Colorado, STEM in the Rockies, ISTE, NCTIES, NCAGT, etc. When our teachers attend PD, they return and share information and training with the district through PLCs and grade level meetings (along with district-led conferences). This way, all teachers grow in their pedagogy. Once our teachers are confident and have a handle on LETRS training, we would like to require AIG strategies and create a local certification pathway for teachers. We would like to incentivize this by paying for Praxis for those teachers who achieve the locally required hours. This will most likely take place in the last year of the 2022-2025 plan.	* Practice D Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position. We have very few teachers in our system with this add-on license as many of the teachers have retired who held this add on or state licensure. There has been no state incentive in place for teachers to work toward obtaining this add-on license and our county has not been able to fund it. Therefore, as mentioned in Practice C, we are creating conditions locally so that our teachers can get the training and a local certification to teach AIG students. All of our AIG Specialists working with students are fully licensed by the North Carolina Department of Public Instruction. All identified AIG students work with a licensed specialist during part of their school day in our elementary schools and at the middle and high school levels. These licensed specialist also work closely with the classroom teacher to ensure that AIG students' differentiated needs are met in all subjects. When we cluster group our students, we work to put them with those teachers who do have AIG certification or show growth in student data for the gifted population. We are currently in the process of working with our Northwest RESA to collaborate with school systems around us to offer some PD for local AIG endorsements. At this time, we have 26 teachers who have earned needed hours to get a regional AIG certification. Six of these teachers have taken and passed the Praxis. Now that we have become efficient with so many digital tools due to the pandemic, we would like to create a virtual PD opportunity for our teachers that will help them continue to learn strategies that work to accelerate and meet the needs of AIG students.
* Practice E Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds. Ashe County is fortunate to be able to partner with Appalachian State's Beginning Teacher Mentor Program. For each of our teachers (for all three years of their BT status), they are assigned a coach who visits them weekly for coaching and provides needed PD. As part of this training, we include PD on best practices for gifted learners. As stated above, it is a goal of the district to have all of our teachers obtain a local, regional, or state certification for teaching gifted learners as we know these strategies will strengthen the core for all levels of learners. This type of coaching and support will help us keep high retention levels at our district. When we advertise for positions, the postings go out to our entire state and we look at	

best candidates. We hire based on the best qualifications regardless of race, gender or ethnic background. Finding funding for local AIG certification will help strengthen the pedagogy and practice for all of our teachers.

*** Practice F**

Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.

Ashe County Schools' AIG Department provides focused, professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices. Based on district AIG data and holding true to the belief that AIG students need appropriate settings and services, an AIG Specialist is placed at each of the five Ashe County Schools to meet the needs of potentially academically/intellectually gifted students and identified AIG students. The Ashe County AIG department partners with NWRESA (Northwest Regional Educational Service Alliance). This partnership provides quality staff development and technical assistance for public school systems in northwestern NC. Ashe County Schools' collaboration with NWRESA provides Regional Endorsement for classroom teachers to meet advanced learner needs. Classroom teachers choose to attend a 60- hour training in advanced teaching techniques. Ashe County Schools AIG Department aligns professional development to the district Strategic Plan and School Improvement Plan goals. The AIG Department emphasis will be in staff training at schools with the greatest discrepancies between local demographics and AIG Headcount demographics even though are schools show equal comparability at this time. Talent Development offers support at all schools for dually identified students and students exhibiting strengths and high academic potential. AIG Specialists will partner with schools to offer professional development for classroom teachers in strategies for teaching advanced learners that aligns with NCDPI's Call to Action and Guidebook. AIG Specialists provide professional development aligned to meeting the needs of the gifted learner at the beginning of each school year during faculty or team/departments meetings. In regards to equity and excellence within the school system, the AIG Department will provide AIG professional learning opportunities for teachers, K-12. The AIG Department will partner with the English Learner department to further support ELD student strengths and monitor for potential giftedness in our multilingual learners by scheduling critical conversation sessions where both departments will meet to discuss ELD needs and potential students who are showing academic or intellectual strengths as evidenced in ACCESS testing, classroom observations, and classroom portfolios. The Ashe County AIG department partners with the Exceptional Children's department based on PowerSchool data focusing on underrepresented students in EC areas to ensure equity and excellence within the Talent Development and AIG gifted populations. Ashe County School's AIG Department will collaborate with the EC department, specifically school psychologists, on the data collected and used for the identification students as Academically and/or Intellectually Gifted. Our specialist will continue to advocate and educate the importance of knowing policy written around the needs to service AIG/Advanced learners. A long-term goal for the Ashe County school system it to offer a local AIG endorsement for all teachers so all students are introduced to high-yield strategies that meet their needs.

*** Practice G**

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

The Ashe County School system recognizes that time must be provided for the teachers to plan, implement, and refine their teaching practices. Ashe County schools fully implements the District Strategic and School Improvement Plans (SIP) to guide professional development opportunities that are offered to educators within our district. All professional development must be aligned to strategic and school goals. AIG classroom teachers participate in weekly math and reading PLCs to reflect and plan; as well as participate in PD targeted to the needs of gifted learners. Opportunities to attend conferences on gifted education and share knowledge gained are provided. All teachers have access to AIG specialist materials and resources and any teacher has access to model lesson from our AIG specialists. AIG specialists work with teachers across the district to create common pacing guides and rigorous assessments. Specialists also participate with classroom teachers in analyzing data from both summative and

formative assessments in order to effectively drive instruction. Our AIG specialists from across the district also have their own quarterly PLC group to discuss programming, strengths, weaknesses and current needs.		
* Ideas for Strengthening the Standard -Offer more professional development for our secondary teachers in the areas of how to differentiate content for AIG learners -Provide administrators training on gifted education within the Multi-Tiered System of Support (MTSS) along with training on their role in the implementation of the local plan and how to successfully implement the plan -Provide AIG specialists and regular education teachers with best practices using the Cluster grouping and Flexible grouping setting -Advocate for talent development by providing more professional development in our PETS program so that teachers can identify strengths and work to grow individual strengths within all students -Increase teacher attendance at the NCAGT conferences -Support and promote AP training for high school teachers -Use Panorama student results to get a realistic indicator of how the students feel about how they are treated as AIG students -Promote AIG certification for all teachers and particularly those who work with AIG students -Continue to offer STEM, PBL, Engagement, and differentiation training to teachers in all grades at all levels -We will have two new specialists this plan cycle. It will be imperative to seek time for AIG teachers, the AIG Director to plan, implement and refine our plan, our teaching strategies, examine and explore effective models and other best practices.		
Planned Sources of Evidence		
* AIG Headcount AIG Specialist lesson and unit plans Professional Development agendas and presentations EVASS Data for AIG specialists and teachers who have cluster grouping District Strategic Plan * Specialist schedules AIG Specialist Job Description Talent Development schedules per specialist Meeting minutes Log of staff development activities School Improvement Plans AIG Plan * Survey results (teacher, student, parent) Data showing the number of teachers who hold local, regional and state licensure to teach AIG students		
Type	Documents	Document/Link
AIG Standard 4 Additional Resources	N/A	 Sample Schedule of AIG Specialist  Sample PETS schedule 2nd grade  List of AIG Certified Teachers for Ashe County 050  Link to District Strategic Plan that we align PD

Standard 5: Partnerships	
Ashe County Schools (050) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1	
Standard 5: Partnerships <i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>	
* Practice A Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students: ▪ academic and intellectual ▪ social and emotional.	The AIG Specialist in each of our schools are the first line of contact for developing partnerships with our families. They use a variety of methods to communicate and partner with our parents. We will continue to use these methods and add these modes and add additional modes as deemed necessary. Our website, brochure, and handbook will continue to be updated. Parent meetings will be held at each school every year to sign new paperwork and review any needed changes. Family nights are held at each school that showcase math, science, art, and literacy activities. Parent participate in hands-on activities with their child and learn how to help them at home. College and Career Fairs are held at the middle and high schools. Specialists collaborate with classroom teachers to share student progress information through teacher conferences, phone calls, progress reports and report calls. Each school has an active Parent Teacher Student Organization (PTSO) who provide support both financially and through volunteers to enhance learning for all students. This school year we contracted with Silver Ink Publishing to learn research based ways to engage families and we plan on incorporating our learning into next year's school and district improvement plans. Engagement with all stakeholders in a focus area in our district strategic plan. We employ a full-time Career Development Coordinator and a Career Coach. These staff members help all of our students with determining career goals and identifying programs and courses that will help them achieve these goals. The facilitate linkages with parents, business/industry, post secondary institutions and community organizations to support students' transition to post secondary education and/or employment. They advise our students through individual appointments, classroom presentations, and other activities. This year for the first time we have a District Level Family Advisory Committee. There are representatives on this committee from all areas of student services. An AIG parent serves on this committee and provides input for district-wide initiatives and problem-solving. By partnering with family members, the AIG staff can more effectively solicit support for programming components. By sharing identification procedures and protocol, the Local Plan, and all policies relating to gifted education will provide an avenue for input and feedback to ensure improvement. Due to the small rural size of the district and the excellent support from local businesses and industries, city officials, and private institutions, Ashe County Schools has a vast array of partners to provide financial, academic, and programming assistance. Parents provide intentional and meaningful support with judging competitions, attending field trips, communicating with other parents, serving as guest speakers and experts in

various fields of study. Most importantly, Ashe County Schools and the AIG Program recognizes the importance of meaningful and intentional relationships with parents, grandparents, and guardians of AIG students. Talent development advocacy for gifted education is going to be a large focus in this plan cycle as we know it plays an important role in the success of the program.	
* Practice B Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.	An intentional effort is made to include parents and other community stakeholders in activities and programs involving AIG students. Our LEA partners with Wilkes Community College, Appalachian State University and community businesses to glean support for our AIG program. Wilkes Community College Campus Annex is adjacent to our high school with affords the opportunities for high school students to take advantage of the dual enrollment program and Ashe County Early College. Our students are offered numerous opportunities through GEARUp and Upward Bound programs via a partnership Appalachian State University. Our school system partners with Blue Ridge Energies, State Employees Credit Union, Skyline Telephone, New River Soil and Water Conservation District, American Emergency Vehicle, Ashe Memorial Hospital, Ashe County Chamber of Commerce and GE Aviation. These partnerships enhance the AIG program by providing AIG students with a broad range of authentic, rigorous and engaging learning experiences. This summer our county is offering Summer Career Accelerator Camp that all students can apply to attend. This camp opens doors to students who want experiences in diverse career fields. Through this camp, multiple community stakeholders are integrated into the curriculum through field trips, guest speakers, hands-on learning, job site visits, and job shadowing.
* Practice C Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.	The AIG Advisory Council plays a vital role in the development, implementation and monitoring of the AIG Program. The AIG Director and Specialists send out surveys aligned with the NC AIG standards to AIG students, their parents, their classroom teachers and each school principal. AIG Specialists also complete a standards-aligned self-assessment to help drive the needed changes for the program. The AIG Director and Specialists review and analyze the response data to guide program planning and goal setting with changes made as personnel and finances permit. AIG meetings are held with the director and AIG teachers/specialists. School counselors, parent reps, community members and testing coordinators are invited to attend as deemed important. The local school board approves the AIG plan and is instrumental in supporting the implementation. This advisory group meets periodically throughout the year to assess and monitor the AIG plan for updates or needed revisions. We review and seek input and feedback from stakeholders on standards and practices to insure updates are made to the AIG plan on a quarterly basis. During these meetings, we review data from several sources (survey data, EOG scores, iReady, Panorama Surveys, etc).
* Practice D Informs all students, parents/guardians, and the community of the following:	

▪ Local AIG Plan ▪ Local AIG program services ▪ Policies relating to advanced learning and gifted education ▪ Ways to access opportunities available to AIG students	Communication is ongoing and responds to the diverse language needs of the community. Our AIG program makes a concentrated effort to operate with transparency and inform all stakeholders, especially parents of gifted students, of the local AIG program and plan. Our LEA actively shares information with parents and other stakeholders through parent meetings, brochures, AIG websites and handbook. Stakeholders at each school include the principal, guidance counselor, regular education teacher, AIG Specialist and EL teacher as needed. Parents/guardians are also included in all decisions regarding their child's placement and services. The AIG Plan is available to view on the district website for all community members and stakeholders, and hard copies are available upon request. The AIG Director attends regional and state meetings and ensures that any changes in AIG Plans, services or delivery is communicated to all stakeholders and incorporated into our local plan. The AIG Director routinely meets with AIG Specialists to share plan and policy updates and make needed adjustments to our program. On a yearly teacher's survey about AIG services, 90% of teachers reported that "I understand my role in implementing the Differentiated Education Plan (DEP) or the AIG students in my classroom." We plan to make a concentrated effort in the upcoming year to update all teachers on the role of the DEP and further explain the county's AIG plan to new teachers. Parents and families are kept aware of opportunities for AIG students through flyers, ConnectEd announcements, social media, the Remind app, personal contacts, posters, and district/school level websites. Efforts are being made to translate all documents into an AIG student's native language. If a document is not translated, we contract our district interpreter/translator or utilize Google Translate to assist families with understanding of documents.
* Ideas for Strengthening the Standard We hope to strengthen this standard by continuing to seek out opportunities to partner with community members and business owners. We aspire to encourage more underrepresented populations to participate and give feedback within advisory council and AIG planning sessions. Furthermore, our county is seeking an SEL program that pairs well with Panorama to implement at the middle school level to improve student social/emotional and academic outcomes.	
Planned Sources of Evidence	
* AIG Parent Survey Parent Contact logs Meeting sign-in sheets Pictures of AIG Events	
* District Website Social Media websites Press Releases Student Data AIG plan	
* Parent Advisory Council meeting minutes AIG headcount AIG Specialists' lesson and unit plans AIG student files Documentation of Community Member Involvement (email) AIG brochures AIG newsletters	
Type	Documents Document Template Document/Link

-  [Sample AIG newsletter from elementary.](#)
-  [Spring Needs/Advisory Council Meeting \(AIG Parents present\).](#)
-  [Link to STEM for families page](#)
-  [Link to AIG district page on Ashe County Schools website](#)
-  [STEM Community partnerships and lessons](#)

Standard 6: Program Accountability	
Ashe County Schools (050) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1	
Standard 6: Program Accountability	
<i>The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.</i>	
* Practice A	Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. § 115C-150.5-8 [Article 9B]), which has been approved by the local board of education and sent to SBE/DPI for review and comment.
	Ashe County Schools' AIG Plan is written in accordance with state legislation, meets the recommended criteria of the State Board of Education and the Department of Public Instruction (DPI), and encompasses the six North Carolina AIG Program Standards and accompanying practices. The AIG Plan is revised and resubmitted every three years per DPI requirements. The Ashe County Board of Education approves and fully supports the Plan for the Academically Gifted. This plan guides our efforts to serve and identify gifted students. The AIG plan was written as a collaborative effort of many stakeholders. Throughout the 2021-2022 school year, the AIG Director and all AIG Specialists met for a total of 9 times. During many of these meetings other stakeholders such as guidance counselors, Student Service Director, Superintendent, regular education teachers and parents provided input. To broaden perspectives, parent input is considered to make suggestions and provide clarification in the event there are any questions. We also provide surveys to students, teachers, and parents concerning strengths and areas for growth in our AIG program.
* 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.
	Implementation of the Ashe County Schools' AIG Program is monitored and evaluated to ensure compliance with legislation. The AIG Director, AIG Specialists, and AIG District Team continually and consistently monitor and assess the implementation of identification, services, and all components of the program. The AIG Specialists directly monitors and adjusts program implementation due to involvement with school-level teams, counselors, teachers of AIG students, and enrichment pull-out services at the elementary level. The AIG Director and AIG Specialists are in regular communication with the NCDPI AIG Department to ensure that Ashe County School's AIG Program is aligned with current legislation and state policies. Safeguarding the rights of students and parents/families, the district Local Plan has Due Process procedures in place. All pertinent information regarding legislation and policies are communicated to the AIG District Team and used to evaluate implementation and alignment of the AIG Program. Our local AIG Plan adheres to North Carolina's AIG legislation, Article 9B, and the six North Carolina AIG Program Standards which were adopted by the State Board of Education. The AIG Director, in collaboration with district and school administration, will continue to monitor the plan to ensure the fidelity of implementation of program components. Surveys are distributed to each school to gather feedback from stakeholders (teachers, students and parents) for improvement of the AIG program. At each school in our district, AIG specialists monitor programmatic details and oversee school programs. Specialists gather student data to create pools and monitor them for potential placement into the AIG program.

* Practice C Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy. By working in conjunction with individual School Improvement Plans and North Carolina State Board of Education guidelines, Ashe County allocates funds in the most beneficial manner for students. Ashe County Schools has four Academically and Gifted (AIG) teachers in grades K-8. State funds, allocated under Program Report Code (PRC) 034, are used to support two positions. State funds in Program Report Code (PRC) 001 supports one and a half positions, with the remainder of the fourth position paid from local funds. Local funds also support any instructional supplies and materials the teacher may need. The AIG Director, in conjunction with the Finance Director, ensures that all funds are used correctly.	* Practice D Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence. The AIG Specialists and Director analyze performance data for elementary and middle school identified gifted students on an annual basis. This analysis includes achievement on end-of-grade (EOG), Cognitive Abilities Test (CogAT), grades, as well as student growth data reported by the Education Value Added Assessment System (EVAAS). This data is disaggregated by school, grade, teacher and student. Based on this analysis, the AIG Specialists and Director are able to adjust individual student services, improve differentiation strategies with classroom teachers, and adapt district-wide AIG programming and planning. This data will be shared with the guidance counselors and respective teachers working with these students. This past year, our school system has purchased the Panorama program. This program analyzes data from attendance, achievement, and social emotional surveys. If the program recognizes a negative trend in attendance, achievement, and social emotional surveys, faculty members assigned to students are alerted to the changes and can follow-up with students. At our high school, this year we have employed a full time Lead Innovator of Student Success that ensures that students who are struggling have support with attendance, achievement, and social emotional. Counselors are able to refer students to this program for support and assurance that the student is on the right trajectory. Counselors at the high school level are responsible for analyzing student performance and dropout data for high school AIG students. The analysis includes achievement data on end-of-course (EOC), and North Carolina Final Exams (NCFEs), as well as EVAAS data. A list of all AIG identified students is compiled and given to each teacher in the high school.	* Practice E Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education. Procedures are in place that ensure systematic screening, identification and placement of underrepresented populations. Data is analyzed from every subgroup during the screening process to ensure all students are considered for AIG placement. AIG Specialists collaborate with classroom teachers to continually monitor these populations for students who show potential for giftedness. All Specialists maintain a "Wait and Watch" list, and this list is revisited every school year. Classroom teachers may make referrals at any time during the school year, and the AIG Specialist would closely review student data to determine the need for gifted services.
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Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	6.11%	---	---	---	10.97%
Male	---	---	5.77%	---	---	---	13.80%
Total	---	---	5.93%	---	---	---	12.44%

Percent of Total AIG Students Identified as Dual Exceptionality

* Practice F

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.

The Human Resource and AIG Director maintains current data regarding licensure of AIG personnel. Our LEA utilizes the Human Resource Management System (HRMS) to manage the licensure and credentials of our AIG staff. Students who are AIG are placed with teachers in cluster grouping settings, pull-out settings based on AIG licensure and growth data with the AIG student population.

* Practice G

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

Feedback from stakeholders is critical to the successful monitoring and adjustment of the AIG program. Feedback will be gathered through Parent Surveys, Teacher Surveys and Student Surveys. Each of these surveys are aligned with the North Carolina AIG standards. Once survey results are received, the AIG Director and Specialists analyze the data, discuss its implications on practice, and share this information with appropriate stakeholders.

In addition, AIG Specialists use a variety of other modes to elicit feedback. During the yearly conferences, parents meet with the specialist to go over their DEP and complete the proper paperwork. Specialists meet with parents/families during open house, parent conferences and family engagement nights. The Specialists also maintain contact through their AIG Website, newsletters, progress reports and report cards.

* Practice H

Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

- Our LEA uses the following sources of data to review and revise the local AIG plan.
- Surveys--(parent, teachers and students)

- Student Performance--(e.g. formative assessment data, course grades, End-of-Grade, End-of-Course, and North Carolina Final Exam results, Educator Value-Added Assessment System reports)
- Formative/Summative Assessments
- Differentiated Education Plans and Individualized Differentiated Education Plans
- Professional Learning Community (PLC) Meetings
- Discussions during stakeholders meeting--(e.g. school faculties, District Leadership Team, AIG Specialists, AIG Advisory Council)
- Updates received during regional and state meetings
- Panorama Surveys
- MTSS data
- Check-in Data

* Practice I

Shares all data from local AIG program evaluation with school and district personnel, students, parents/guardians, families, and other community stakeholders.

The local AIG plan is presented to the public through a presentation at a School Board Meeting. The AIG Plan is placed on the district website for access to all. Parent, teacher and students surveys results will be disseminated to the public via our district school website. Upon completion and approval of this AIG plan, a link will be provided on our school district website for public viewing.

* Practice J

Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

Ashe County Schools protects the rights of all AIG students through policies, procedures and practices. Ashe County Schools has a policy addressing the procedures to dissolve disagreements that is outlined below. This policy is included in the Parent Handbook given to all parents and can be found on the District Website.

☐ Click here to remove the table and use only the narrative field.

Process	Procedure
Informed consent for identification	* All third and sixth grade students are screened for placement using the CogAT test. In grades 3-12 EOG/EOC tests are used as screeners for achievement in reading and mathematics. Prior to all aptitude or achievement tests, an informational letter is sent home to parents/guardians detailing the assessment. Furthermore, in grades 3 and 6 a letter is sent home prior to giving the assessment to outline the purposes of the CogAT screening test. Once a student has gone through the screening process, parents are notified and a meeting is scheduled to gain consent to identify the student who has met criteria.

Informed consent for placement	* Once the AIG committee decision is made, the parents/guardians are notified of the recommended student-to-service match. Documentation/signature of parent involvement is required for placement in any service delivery options.
Transfer procedures	* Students entering Ashe County Schools who have previously been identified as gifted must meet the following criteria as presented in the AIG Plan for formal placement and services: Grades K-3 – Transfer students identified as gifted from another system or state must meet Ashe County Schools AIG identification criteria to receive services at Level D option. If criteria for level D services is met, students will qualify for an individualized DEP and programming and services will be provided. If the student does not qualify, he/she will be reevaluated in grade 4 as outlined in the plan for all students. All students in grades K-3 will be encouraged through the talent development program. Grades 4-8 – Students who enter the district already placed in AIG, from another district or out of state, maintain their AIG identification in Ashe County Schools. Student performance and assessment data will be used to determine appropriate services.
Reassessment procedures	* In all grades, parents may request additional assessment and/or psychoeducational evaluations. If additional assessments are desired, parental permission should be obtained using a form letter that details the assessments needed. Once a student is referred for screening, he/she remains in the pool of potential candidates, even if placement may not be recommended by the AIG committee.
Procedures to resolve disagreement	

* The policy for resolving disagreements is as follows:

Step 1: The first attempt to reach an agreement will be with the AIG Committee at each school. The parent/guardian may make a request in writing to the school principal for a conference with the AIG Committee to discuss concerns about identification and/or implementation of the child's Differentiated Education Plan (DEP). The Committee, including the school principal, reviews the student's record and nomination, identification and service options decision. The Committee may gather additional information about the student from teacher(s) and/or parents/guardians as needed. The AIG Committee grants the conference within 10 school days of receipt of the request and responds to the parent/guardian in writing within 5 school days after the conference.

Step 2: If the disagreement is not resolved with the AIG Committee, the parents may request an administrative review at the district level. The parent/guardian may appeal the decision of the AIG Committee in writing to the AIG Director within 10 days of receiving the written response from the AIG Committee at the school. The parent/guardian must explain in writing the concerns and specific points of disagreement with the committee. The AIG Director will convene a panel to review the disagreement within 5 school days of receipt of the appeal. The panel will include the Superintendent (or designee) and other members at the discretion of the Director. The AIG Director will respond in writing within 5 school days to the parent/guardian and principal concerning the outcome of the review.

Step 3: If agreement cannot be reached administratively, the parents/guardians may appeal to the Ashe County Schools Board of Education. The Board will offer a written decision to the parents within 30 school days.

Step 4: In the event that the local grievance procedure fails to resolve the disagreement, the parents/guardians may file a petition for a contested case hearing under Article 3 of Chapter 150B of the North Carolina General Statutes. This must be done within 20 calendar days after receipt of the written decision of the Board of Education. According to the law, "The scope of the hearing shall be limited to:

Whether the local school administrative unit improperly failed to identify the child as an AIG student, or whether the local plan developed under G.S. 115C- 150.7 has been implemented properly with regard to the child." Following the hearing, the administrative law judge shall serve the final decision. The administrative law judge shall give a copy of written findings and the decision to the parties and to the State Superintendent of Public Instruction.

*** Ideas for Strengthening the Standard**

- Ensure that ALL teachers, including our AIG Specialist, are trained in the use of EVAAS and how to use the data to determine curriculum goals and meet the needs of each student
- To develop a curriculum framework for elementary (3-6) and middle (7-8) pull-out and cluster grouped classrooms
- To enhance and support the AIG teacher's pull-out and consultative role of assisting teachers with adapting curriculum to meet the needs of AIG students.
- To continue developing appropriate enrichment opportunities for advanced learners at all levels.

Planned Sources of Evidence

- * Agendas, minutes or other materials from relevant group meetings AIG Specialist Schedules AIG Specialists' lesson/unit plans AIG Headcount AIG Specialist licensure info AIG student files (DEPs)
- * Administrator observations of AIG specialists Documentation of parent communication/log Formative, benchmark, or summative assessment data Stakeholder communication Student data AIG budget statements
- * Roster of AIG students enrolled in advanced coursework student surveys parent survey teacher survey Policy to Resolve Disagreements Roster of AIG-identified student dropouts

Type	Documents	
	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	 Letter to Families about screening
		 Parent Contact Log
		 Procedure to Resolve Disagreements
		 School Site Decision Form
		 Permission to Evaluate

Local Board of Education Approval

Ashe County Schools (050) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

* Approved by local Board of Education on:

06/06/2022 

Original Application Submission Date: 06/13/2022
Revision Submission Date: 08/07/2023

Type	Documents	Document Template	Document/Link
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Local Board of Education Approval Signatures [Upload at least 1 document(s)]		<u>Local Board of Education Approval Template</u>	 <u>Board approval with signatures</u>
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AIG Related Documents			
Ashe County Schools (050) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1			
Required Documents		Document Template	Document/Link
Type			
Local Board of Education Approval Signatures [Upload at least 1 document(s)]		Local Board of Education Approval Template	Board approval with signatures
Optional Documents		Document Template	Document/Link
Type			
AIG Glossary [Upload up to 1 document(s)]		N/A	Printable Handbook with Glossary in the back
AIG Standard 1 Additional Resources		N/A	 AIG Service Pathway Chart  Student Eligibility Form  AIG Brochure  Gifted Behavior Checklist Grades 3-8  Student Nomination Form  Sample of Template to organize pool
AIG Standard 2 Additional Resources		N/A	 AIG Parent Handbook (digital that can be printed)  Grades 3-6 DEP  DEP Grades 7-8  Grades 9-12 DEP  K-2 Instructional Objectives for Level D student who places
AIG Standard 3 Additional Resources		N/A	 AIG Specialist Job Description  Sample of Summer School District Camps offered to students  AIG Progress Report- Elementary  List of AP and Honors classes offered at

<u>Ashe County High School</u>		
AIG Standard 4 Additional Resources	N/A	 <u>Sample Schedule of AIG Specialist</u>  <u>Sample PETS schedule 2nd grade</u>  <u>List of AIG Certified Teachers for Ashe County 050</u>  <u>Link to District Strategic Plan that we align PD</u>  <u>List of PD options for 22-23</u>
AIG Standard 5 Additional Resources	N/A	 <u>Sample AIG newsletter from elementary</u>  <u>Spring Needs/Advisory Council Meeting (AIG Parents present)</u>  <u>Link to STEM for families page</u>  <u>Link to AIG district page on Ashe County Schools website</u>  <u>STEM Community partnerships and lessons</u>
AIG Standard 6 Additional Resources	N/A	 <u>Letter to Families about screening</u>  <u>Parent Contact Log</u>  <u>Procedure to Resolve Disagreements</u>  <u>School Site Decision Form</u>  <u>Permission to Evaluate</u>

Glossary

Ashe County Schools (050) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

Phrase	Definition

 ☐ The Local AIG Plan glossary is provided in an uploaded document.