

**Developing an LEA Response**  
**AIG Plan Go To Meeting**  
**February 9, 2016**

The question posed to each of the districts: *“What approach have we taken when forming an LEA Response?”*

Michael (Onslow) developed the following driving questions, as a framework, and has utilized this format. We’ve added comments from Amy (Wayne) and Carrie (Cumberland) to the document along with some general suggestions for districts to consider.

**Driving Questions:**

**What are we currently doing?**

- What things are we doing right now that are key to the implementation of this practice? That is, what is it that we are already doing that if we do not list it in the plan, we might lose sight of it and not be as effective in our implementation or execution with this practice? If funding is involved, include these items as well to ensure they continue to be part of the budget
  - Ex) Practice A (articulates and disseminates procedures...): Website (use of Weebly -paid hosting), written and verbal communication (may be a cost to written communication); cross grade level vertical articulation meetings (so we do not lose sight of them)

**How are we planning to meet this standard moving forward?**

- Not to be confused with Ideas for Strengthening, but just what are we planning to do as we move forward? This will connect to Ideas for Strengthening, but may not be as detailed. It may also be a good idea to insert timelines, rubrics and graphs here now instead of or in addition to the appendix for better understanding.

**Why are we doing things this way (and why are we changing certain aspects)? What are our beliefs about how things should be in our system?**

- If I was stopped at the grocery store and asked for a basic reason why we did something, what would I say? It may involve the research, but it might also just be a general belief statement that is based on our experiences. This is a great place to display survey data or reference stakeholder input.

**How did we come up with the ideas to form this LEA response?**

- Who is involved?
- How did we decide what to include in the LEA response?
  - In standards that involve students directly, we are trying to use a multi-tiered approach to identify what all gifted students will receive, what is needed for students with more advanced needs, and what a few students may need in terms of individualized, targeted support.
  - Parent/Staff Survey data – many used data from the end of last year (when stakeholder feedback was gathered).
  - Specialist focus groups
  - Informal and formal discussion with principals, school and district leadership, instructional support personnel (literacy specialists, digital learning and teaching facilitators)
  - EVAAS growth data and other benchmark data that is being gathered now.

- **Who is involved?**  
Specialists, district leads, principals, parents via surveys and some student focus groups as well lead to some programming changes.
- Carrie also shared how her steering committee is meeting virtually and is analyzing a google document with specific questions to consider from their stakeholder group's perspective – and then take the document back to his or her stakeholder group for additional feedback.

**Other general thoughts about where to begin:**

- Schedule TIME to work on the plan! For example, setting aside time each week to work on the plan's components. Carrie's strategy also included the following steps during that time:
  - Read the practice out loud
  - Share ideas and look at the data and other documents
  - Drafting the response together (with the assembled team)
  - Reading the practice again to ensure that the practice was addressed in the drafted response.
- Focus on one standard at a time. One coordinator shared that she pinpointed the areas that needed strengthening and began to assess, where are we now versus where do we want to be. And started from there, utilizing the unpacking documents.
- Conversely, you can begin with a strengths based approach. What were the standards and practices that we were doing WELL in? Consider beginning here as you will likely make forward progress faster.
- Utilize the unpacking documents to see if we are "on the right track" and if not, what are some ideas to get there?
- It is critical to take a look at the 2013-16 plan feedback and determine were there specific items or areas to address.
- Make sure that everyone is able to read the plan – it's important that it is understandable. Who can you ask to read the plan for you? Amy – shared she has 3 parent readers to ensure the plan is readable. You can also consider other district staff (not intimately connected to AIG) and those on your AIG team as well.