

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

**Approved by local Board of Education on:** 13-MAY-13

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Cleveland County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

As LEAs continue to transform their AIG Programs to align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2013-2016. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

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

**Cleveland County Schools Vision for local AIG program:** Cleveland County Schools believes all children must be challenged to achieve academic excellence. Gifted students, who demonstrate the ability to achieve at higher levels than their peers, should receive challenging educational opportunities, an intellectually stimulating curriculum, and differentiated instruction to address their learning needs. Outstanding abilities and giftedness are present in all areas of human endeavor, and cross the lines of culture, socioeconomic status, race, and gender. A purposeful, high quality Academically and Intellectually Gifted program should nurture and develop Academically and Intellectually Gifted students by addressing their academic, intellectual, social, and emotional needs, thus equipping them to be highly productive citizens and leaders in a globally competitive world.

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

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$761933.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

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## **Standard 1: Student Identification**

The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

### **Practice A**

Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The self-assessment indicates that this practice is mostly in place. Parents (83.42%) indicate an opportunity to understand the AIG identification process is provided. The AIG plan revision team did not select this as a focused practice, but it is an area for ongoing improvement. Specific information is provided in Standard 1b, and the need for more communication to stakeholders is included in Standard 5b.

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

**Description:** The AIG program of Cleveland County Schools publishes identification procedures. Stakeholders are provided multiple opportunities during the school year to learn about referral, screening, and placement processes. Some of these opportunities include, but are not limited to, PTA/PTO meetings, faculty meetings, parent conferences and meetings, other school-specific events, and professional workshops.

**Planned Sources of Evidence:** Cleveland County Schools' website

Needs Determination Teams receive guidelines and training at all schools

AIG specialists/contacts present identification, referral, and placement procedures during the first quarter (9 weeks) to faculties and can present throughout the year at PTA/PTO meetings, parent conferences and at other school conferences, as well as professional workshops

AIG plan receives local school board approval

Parents, teachers and students provide survey feedback

Agendas or notes document AIG placement procedures as shared at the school's first parent meeting

**Other Comments:**

### **Practice B**

Employs multiple criteria for AIG student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for

each student. These measures include both non-traditional and traditional standardized measures that are based current theory and research.

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Search strategies for AIG nominations include multiple, research-based screening instruments, both qualitative and quantitative. AIG nominations come from teachers, parents, students, and other school personnel involved with students. Students from under-represented populations are given consideration. Transfer students receive prompt placement decisions. Cleveland County Schools accepts scores on assessment instruments used by other school districts or trained personnel outside the district, provided the assessment instruments are approved by the state of North Carolina.

**Goals:** •Develop clear criteria for equitable identification processes in all Cleveland County Schools.

•Select non-culturally biased instruments to assure bias-free selections.

•Determine additional measures for identification based on research and best practice.

**Description:** The screening process includes the following procedures.

A culturally fair aptitude assessment will be administered to all enrolled third grade students. Cleveland County will use the Naglieri Nonverbal Aptitude Test (NNAT).

AIG offers an annual screening process

One additional follow-up assessment per year may be administered using the Cognitive Abilities Test (CogAT), Universal Non-Verbal Intelligence Test (UNIT), or Woodcock-Johnson Test of Achievement. A normed score of 121 or higher on an abilities test is evidence supporting the need to gather additional data, as is a 92nd percentile or higher score on an achievement test. Any of the tests may be given in totality, or a sub-test within the test may be administered.

Qualitative measures (examples: checklist/rubric with point values, authentic work samples and projects, local/state assessment data, etc.) and quantitative measures (examples: Naglieri Nonverbal Abilities Test, Cognitive Abilities Test, Universal Non-Verbal Intelligence Test, Woodcock-Johnson Test of Achievement, etc.) are included in the identification process. A minimum of three measures, including one quantitative and one qualitative, will be met for a student to be identified as gifted. One standardized achievement test must be at or above the 92nd percentile or one standardized abilities test must be at or above 121 for a student to be identified in the AIG program. The Needs Determination Team (NDT) at each school uses uniform screening procedures.

Prior to the universal screening, individual students who exhibit gifted behaviors can be referred to the AIG NDT for an AIG Differentiated Education Plan (DEP). Multiple criteria for referral include documentation of early admission to kindergarten, DIBELS literacy assessments, writing assessments, math assessments, achievement and aptitude data at the 98 percentile/above, observations by AIG Specialist/impartial school personnel, work samples that consistently

demonstrate above-grade-level work/working a year or more above same-age peers, gifted inventories, and nominations from administrators, teachers, students, support personnel, and parents.

Early admission to kindergarten follows predetermined North Carolina guidelines (Standard 1f).

Giftedness is assessed using reliable, research-based instruments and strategies.

Under-represented populations are screened with appropriate instruments.

Relevant information for placement decisions may include above-grade-level work samples, valid test data from an outside agency, or placement in another gifted program.

**Planned Sources of Evidence:** AIG specialists/contacts use the student AIG folder to maintain student information. Documented use of at least three of the following must be present.

NNAT

CogAT

UNIT

Woodcock-Johnson

End of Grade (EOG) Tests

End of Course (EOC) Tests

Parent/Teacher Nomination Form

DIBELS

STAR reading and state math assessments

Other nationally normed test

Standardized test score of 92nd percentile/above in grades 3-8, including but not limited to EOG and EOC

Authentic work samples and projects

Achievement testing and aptitude testing at the 98th percentile / above in grades K-2 for placement

Curriculum Based Measures

**Other Comments:** Parents, classroom teachers, or students may nominate any student for AIG placement. This nomination must follow the guidelines for AIG screening. This nomination should

include previously stated rationale for screening.

### **Practice C**

Ensures AIG screening, referral, and identification procedures respond to traditionally under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

### **This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Students from different cultural or language backgrounds, economically disadvantaged, students with sensory impairments, and students with physical disabilities are often under-represented in programs for the gifted. The AIG nurturing program in Cleveland County Schools (CCS) reveals students from these populations with advanced intellectual potential who would benefit from services through the AIG program. The nurturing program provides skills, lessons and activities to increase higher level thinking and problem solving skills. The goal is to identify under-represented populations after the initial screening.

Cleveland County Schools will screen third grade students to find indications of need for AIG services (Standard 1b and Standard 1c) using NNAT, a culturally fair test. The elementary nurturing program allows teachers to base referrals on academic achievement, manifested characteristics in under-represented populations, or through evidence of gifted behaviors. The county AIG revision team did not select this as a focused practice, but will maintain this practice while continuing to improve screening, referral, and identification for traditionally under-represented populations through research updates.

Students from under-represented populations are encouraged to take advanced courses. Intermediate, middle and high schools offer Freshman Academies, guidance lessons, and partner with outside agencies. The addition of middle and high school AIG NDTs allows for more placement opportunities for students. Standard 1c states that an outlined process for referral at the middle school and high school levels benefits students from all populations.

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

**Description:** CCS will continue to identify students for pull-out nurturing groups until students have the opportunity to place.

AIG teachers will assist classroom teachers with materials to nurture and develop gifted behaviors and higher order thinking skills in all students, including students from under-represented populations.

CCS will educate school personnel concerning culturally based behaviors that can mask giftedness in under-represented populations. All schools will receive training concerning screening, referral, and placement procedures

CCS will use a culturally fair test as the universal third grade screening tool.

**Planned Sources of Evidence:** Criteria sheet

Nurturing referrals

Minutes, notes, agendas, etc.

Data showing under-represented populations (AIG child count)

Data showing under-represented populations in advanced courses

**Other Comments:** Teachers may refer students for the nurturing program prior to the screening using the Nurturing Referral Form available on the CCS AIG portal.

**Practice D**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** CCS provides consistent and equitable AIG screening, referral, and identification procedures for all students, including students from under-represented populations. The process is most consistent at the elementary and intermediate levels (Standards 1b and 1c). Middle and high schools need improvement in consistent and equitable screening, referral, and identification processes.

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

**Description:** An NDT is established at each school. This team includes, but is not be limited to, the principal or administrative designee, the guidance counselor, the AIG specialist/contact (who functions as the NDT chairperson), and a classroom teacher. The duties of the NDT may include the descriptions that follow.

Implement the district's referral, screening, identification, and instructional placement processes.

Make decisions based on the strength-based needs of the student.

Provide equitable access for under-represented populations.

Receive permission for testing from parent/guardian for any aptitude/achievement tests not generally administered in the regular school program.

Record information used in decision making.

Determine program option(s) for the student.

Transfer students receive prompt attention concerning placement needs. The Power School data

manager informs the NDT chairperson that an identified AIG student has enrolled. The NDT chairperson requests and reviews records from the previous school and makes recommendations to the NDT. Cleveland County Schools accepts assessment scores used by other districts and trained personnel outside the school district. The assessment instruments must be valid and approved by NC to identify students for AIG programs.

The LEA will use multiple criteria for decision making.

Formal assessment

Qualitative and quantitative criteria

Reliable, research-based instruments and strategies

Teacher, parent, and student nominations

EOG and EOC scores

The LEA will use the following other sources in decision making.

Minutes from each NDT meeting

Agendas and presentations from school and district AIG meetings

DEPs or IDEPs

An NDT is established at each school. This team includes, but is not be limited to, the principal or administrative designee, the guidance counselor, the AIG specialist/contact (who functions as the NDT chairperson), and a classroom teacher. The duties of the NDT may include the descriptions that follow.

Implement the district's referral, screening, identification, and instructional placement processes.

Make decisions based on the strength-based needs of the student.

Provide equitable access for under-represented populations.

Receive permission for testing from parent/guardian for any aptitude/achievement tests not generally administered in the regular school program.

Record information used in decision making.

Determine program option(s) for the student.

Transfer students receive prompt attention concerning placement needs. The Power School data manager informs the NDT chairperson that an identified AIG student has enrolled. The NDT chairperson requests and reviews records from the previous school and makes recommendations to the NDT. Cleveland County Schools accepts assessment scores used by other districts and trained personnel outside the school district. The assessment instruments must be valid and approved by NC to identify students for AIG programs.

**Planned Sources of Evidence:** The LEA will use multiple criteria for decision making.

Formal assessment

Qualitative and quantitative criteria

Reliable, research-based instruments and strategies

Teacher, parent, and student nominations

EOG and EOC scores

The LEA will use the following other sources in decision making.

Minutes from each NDT meeting

Agendas and presentations from school and district AIG meetings

DEPs or IDEPs

**Other Comments:**

### **Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Policies and designated practices protect the rights of AIG students and parents/families. Policies and practices are embedded within the AIG plan. The CCS AIG plan revision team, self-assessment, and surveys indicate that policies are designated and utilized. The county AIG revision team sanctions current policy and new policies/procedures in the 2013-2016 AIG plan.

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

**Description:** Policies/practices are stated.

Permission is obtained before testing any student using any assessment other than those traditionally administered in the regular school program.

The NDT team meets annually to reassess student achievement and placement and/or service options.

The Power School data manager at each school notifies the NDT chairperson of AIG-identified transfer students.

The LEA uses consistent practices in the AIG program during the 2013-2016 plan cycle. Current procedures to resolve disagreements in the AIG program protect the rights of students/parents/guardians/families. The policy will continue to be published on the Cleveland County Schools' website. The "AIG Procedures to Resolve Disagreements" follows the CCS Policy (4600) available on the CCS website. Time limits and guidelines for written grievances are defined in the CCS (4600) document. Step 2 of the AIG policy includes some details of Policy 4600. Procedures to resolve disagreements that occur in grades K-12 will follow a standard process.

- Step 1: The parent/guardian meets with the regular education teacher and the AIG specialist/contact at the school. The principal is notified of the meeting and may attend.

- Step 2: If an agreement cannot be reached, the principal at the local school should attempt to resolve the disagreement after the parent/student/guardian makes a written request for a conference to discuss the grievance and seek resolution within 30 calendar days after the act/condition occurs which gave rise to the condition of the grievance. The request must state in detail the basis for the grievance, name the specific policy, rule, or law believed to have been violated and specify the relief being sought. The principal shall grant the conference within 5 school days following receipt of the request. The principal will state in writing his/her position to the student/parent/guardian within five school days following the conference. Only the parent or guardian, or someone acting in loco parentis, shall be permitted to join or represent the student in conference with the principal. See "CCS Policy 4600" for further details and appeal information.

- Step 3: If resolution is not possible, the disagreement should be reviewed by the AIG Coordinator. The Assistant Superintendent for Curriculum and Instruction should be notified of the disagreement and may attend the meeting.

- Step 4: If resolution is not possible, the Assistant Superintendent of Curriculum and Instruction attempts to resolve the disagreement. The Superintendent should be notified and may attend the meeting.

- Step 5: If resolution is not possible, the Superintendent will attempt to solve the disagreement.

- Step 6: If agreement cannot be reached administratively, the problem should be reviewed by the local board of education.

- Step 7: If the parents/guardians and the local school system cannot reach agreement, the parent has the right to petition an administrative law judge. The school system is not required to provide attorney fees for petitions. The decision of the administrative law judge is final.

- At any point in the hierarchy of discussions, the school system should consider the possibility of an impartial facilitator.

Legal REF: TITLE 1X OF THE Education Amendments of 1972; G.S. 115C-45(c)  
Adopted: September 26, 2005

CCS follows state policy for early admissions to kindergarten.

State Standards for Early Admission to Kindergarten, North Carolina General Statute 115C-364.  
The child must be four years old on or before April 16.

The principal shall convene a committee (Academically/Intellectually Gifted NDT) to assist in making decisions about the child.

The student must score at the 98th percentile on an aptitude test administered by a licensed psychologist.

The student must score at the 98th percentile on an achievement test in reading or math.

An outside, licensed examiner must complete a non-conflict of interest statement.

Parents submit samples of student work showing examples of outstanding ability in writing, dramatic play, creative production, science, math, etc.

Two letters of recommendation from preschool teachers, child care workers, pediatrician or others with direct knowledge of the child must cite the need.

An informal interview with the child should be documented.

An interview with the parent should be documented.

This information must be submitted to the principal within the first thirty calendar days of the school's instructional year. The principal will act on the request within three weeks. The principal may rescind his/her approval before the end of the first 90 days based on substantial evidence documenting that the child is not adjusting satisfactorily to the school setting. The parent shall abide by the decision of the principal.

**Planned Sources of Evidence:** "AIG Procedures to Resolve Disagreements" follows "CCS Policy 4600" published on the CCS website  
Documentation in student DEP or Individual Differentiated Education Plan (IDEP)

Power School data manager reports AIG students that enroll to NDT chairperson

Annual documentation of early entrance to kindergarten information kept by principal, including referrals and enrollment

"AIG Needs Reassessment Policy" states that students who manifest difficulty in the regular classroom setting, or students who exhibit difficulty maintaining competence in AIG advanced-level work may be referred to the NDT for a needs reassessment. Referrals are made by teachers, parents, AIG specialists or students. The NDT reviews each referral and considers the student's special needs, progress, motivation, achievement, and best educational environment for student success. Regular education teachers and parents/guardians are included in the reassessment meeting. The NDT may decide to reassess student's needs in 6 to 9 weeks, as noted on an IDEP. The NDT chairperson completes the needs reassessment form and obtains signatures.

**Other Comments:**

### **Practice F**

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

### **This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The AIG program maintains individual documentation for each identified AIG student. Files include an initial referral form signed by NDT members stating the instruments and assessments used in the identification process and scores received, a signed permission to evaluate form (if necessary for additional screening), and signed DEPs or IDEPs.

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

**Description:** Based on data from each AIG student's assessment, the NDT identifies service delivery options. Options for differentiated instruction that match the student's academic and intellectual needs are recorded. Services options are listed.

DEP for math and/or reading is written for each identified AIG student demonstrating a need for differentiation beyond that provided by regular education. The DEP outlines the AIG program service options appropriate for an individual student at each grade level.

IDEP is developed for unique AIG students who do not fit into any programs listed on the DEP.

High School DEPs document honors and advanced placement courses, accelerated coursework, dual/concurrent enrollment, NCVPS, Cleveland Early College High School, and early graduation options. High school counselors and AIG specialists guide AIG students. High school students self-select their options.

**Planned Sources of Evidence:** AIG folders containing DEPs, IDEPS

Documented annual reviews with parents (signed DEPs)

**Other Comments:**

## **Standard 2: Differentiated Curriculum and Instruction**

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

### **Practice A**

Adapts the NC Standard Course of Study (SCOS) K-12, to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The self-assessment, LEA stakeholders' surveys, and the AIG plan revision team indicate the North Carolina Standard Course of Study is adapted to meet the needs of gifted learners. It is evident that some 21st century skills need more focus (Standard 2e).

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

**Description:** K-12 lesson plans are based on the Common Core and Essential Standards. A designated AIG curriculum is not used county-wide, but a variety of units and research-based resources are used to foster 21st century content and skills. Elementary AIG specialists collaborate with other LEA AIG specialists to provide consistency in curriculum and delivery. AIG specialists plan consistency in curriculum and instruction and generate a curriculum for AIG pullout instruction. AIG specialists research and provide classroom instruction designed to nurture early elementary students (Standard 1d).

Teachers are provided the tools to adapt the Common Core and Essential Standards, and identify abilities, readiness, interests, and learning profiles of gifted students. Teachers plan collaboratively and work with NDTs at all schools.

**Planned Sources of Evidence:** Lesson plans and teacher evaluation artifacts/data

Curriculum for K-3 and 4-5 from which AIG specialists may choose enrichment/extension

Agendas from AIG meetings, PLC meetings (Standard 3g), Transitional AIG meetings (Standard 3d)

**Other Comments:**

### **Practice B**

Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles, to address a range of learning needs at all grade levels.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** District stakeholder surveys and AIG revision team discussions reveal a lack of consistent

grade level or grade span curriculum opportunities to expand, enrich, extend, and accelerate AIG students in Cleveland County Schools.

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

**Description:** A collection of units, lessons, and activities will be developed for AIG students by grade level. Lessons will be integrated with the Common Core and Essential Standards, and will include interdisciplinary connections, field trips, project-based assessments, research, and presentations. Lessons will address 21st century skills, including global awareness, civic and economic literacy, health awareness, critical thinking and problem solving, high-level communication and collaborations, creativity and innovation, and real-world learning in local, regional, and global contexts.

Teachers will receive professional development and guidance to develop and submit electronic lesson plans. The electronic lesson database will be accessed via the CCS website under the AIG link. This lesson plan database will be accessible in the 2013-2016 AIG plan cycle.

**Planned Sources of Evidence:** Curriculum units/lessons/activities, plans and evidence of delivery, such as video, student work products, presentations, trips, etc.

Electronic curriculum bank of instructional activities accessed on the CCS website (AIG link)

Supplementary instructional resources used to address range of learning needs

Classroom observational data

Program services based upon the DEP/IDEP

Agenda, attendance, or minutes from the AIG meetings

Student blogs (classpress.com)

Google docs

**Other Comments:**

### **Practice C**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The AIG program uses resources that are research-based to enhance and boost curriculum and instruction. The self-assessment shows that more stakeholders believe this practice is strong at the elementary, intermediate, and high school levels.

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

**Description:** Cleveland County Schools uses a variety of research-based resources. Some elementary and intermediate level resources are provided.

The Jacob's Ladder Reading Comprehension Program

Hands-on Equations

Marilyn Burns Math

Thinking Maps

Primary Education Thinking Skills

Developing Mathematical Talent

Duke Talent Identification Program

Middle schools and high schools use a variety of resources to provide rigorous and relevant curriculum and instruction. Some middle school and high school resources are provided.  
Advanced / accelerated / honors courses

NCVPHS courses

College and Career Promise

Dual enrollments

Duke Talent Identification Program  
Early College High School

Battle of the Books/academic competitions/competitions in the arts

Paideia/Socratic seminars

Science Olympiad

Great Books

Special programs such as Governor's School, legislative nominations, leadership programs, etc.

**Planned Sources of Evidence:** Supplementary resources

Lesson plans and evaluation artifacts/data

Rosters/records of participation

**Other Comments:** Strengthen opportunities at the middle level in ELA if funding is available for increased staff time.

### **Practice D**

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

### **This practice is a Focused Practice for 2013-2016.**

**Rationale:** Advanced, 21st century content and skill development opportunities need to increase. Focus will include health awareness, civics & economics, global awareness, real-world learning, critical thinking, problem solving, high-level communication, collaboration, creativity, innovation, and other components of 21st century content and skills. Surveys and the AIG plan revision team support this focus.

**Goals:** Incorporate health awareness, civics & economics, and global awareness in interdisciplinary units/lessons as part of the AIG lesson database (Standard 2b).

Provide real-world examples/opportunities relevant to units/lessons (Standard 3f).

Develop units/lessons for the AIG database incorporating critical thinking, problem solving, communication/collaboration, research, creativity and innovation, social responsibility, and self-motivation (Standard 2b).

Provide professional development for teaching and fostering the development of 21st century content and skills (Standard 3).

**Description:** Stakeholder surveys indicate a lack of opportunities in health awareness, civics and economics, high-level content for global awareness, and real-world learning in local, regional, and global contexts. Surveys indicate students are exposed to critical thinking, problem solving, communication/collaboration, and creativity/innovation. CCS will emphasize 21st century content and skills, and plan professional development.

Units/lessons/activities will be created and compiled in an electronic database on the CCS website. Lesson plans will meet pre-established standards for submission, and will include 21st century content and skills; high-level global awareness content; civic and economic literacy; health awareness; critical thinking and problem solving; high-level communication and collaborations; real-world learning in local, regional, and global contexts; creativity; and innovation.

**Planned Sources of Evidence:** Curriculum units, lessons, activities, plans or evidence of student work, such as video, student work products

AIG electronic curriculum database of instructional activities available on the CCS website during

2013-2016 cycle

Supplementary instructional resources are included in differentiated lesson plans

Classroom observation data

AIG meeting agendas, minutes, and/or attendance rosters

Professional development agendas, attendance rosters, and/or minutes

**Other Comments:**

**Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Multiple assessments are on-going to plan for differentiation in curriculum and instruction. Assessment data provide teachers direction in differentiation and instruction through revealing student strengths, interests, and learning styles.

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

**Description:** Stakeholder surveys indicate a lack of opportunities in health awareness, civics and economics, high-level content for global awareness, and real-world learning in local, regional, and global contexts. Surveys indicate students are exposed to critical thinking, problem solving, communication/collaboration, and creativity/innovation. CCS will emphasize 21st century content and skills, and plan professional development.

•Units/lessons/activities will be created and compiled in an electronic database/electronic bank on the CCS website AIG link. The AIG-PLC will enhance/edit/modify the submissions. Lesson plans will include 21st century content and skills; high-level global awareness content; civic and economic literacy; health awareness; critical thinking and problem solving; high-level communication and collaborations; real-world learning in local, regional, and global contexts; creativity; and innovation. Multiple sources of data determine curriculum and instruction differentiation. Some are provided. EOG/EOC tests/Advanced Placement Exams/placement assessments

CogAT

UNIT

Woodcock-Johnson

Naglieri Non-verbal Ability Test

DIBELS

Curriculum-based Measurements

Benchmark testing

Formative classroom assessments

Regular classroom assessments, both formal and informal

Prerequisites to instruction/courses

**Planned Sources of Evidence:** Assessment data

Lesson plans

Use of flex-grouping

**Other Comments:**

### **Practice F**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Surveys and input from the AIG plan revision team indicate a need to create social-emotional curricular and instructional practices.

**Goals:** Identify individual and grade-level social-emotional needs through surveys, student/teacher feedback, discussions, and other informal methods of feedback.

Provide guest speakers, presentations, or staff development that supports the social-emotional needs of students and educates teachers (Standard 4).

**Description:** Use surveys, student/teacher feedback, and input from stakeholders to identify the social-emotional needs of individual students and groups of gifted students. Counselors use information to address the social and emotional needs of gifted students with students and staff.

**Planned Sources of Evidence:** Student/parent survey data

Counselor's documentation of social-emotional lesson plans, presentations, agendas, meeting notes, quarterly reports, etc.

Parent/student sessions, agendas, minutes, and presentations addressing social/emotional issues identified by parents/students

Survey made available on CCS website

**Other Comments:**

**Practice G**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** AIG Specialists provide pullout services to nurturing groups in all elementary schools. AIG Specialists are available to help teachers plan differentiated instruction and curriculum to develop gifted potential in young students. AIG initial screening is completed in fourth grade unless evidence indicates a need for identification or services prior to fourth grade. The AIG program is researching nurturing programs and resources for regular education classrooms.

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

**Description:** The nurturing program targets the potential giftedness in all students, including under-represented populations. AIG Specialists use a variety of resources during nurturing instruction and incorporate technology into their lessons/units of instruction.

**Planned Sources of Evidence:** Differentiated lesson/unit plans

Technology integration

Supplemental resources

Nurturing group rosters

Documentation of collaborative planning with regular education

**Other Comments:**

**Practice H**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Elementary schools and intermediate schools have AIG Specialists. Middle schools and high schools have an AIG contact/administrator. The AIG specialist/administrator provides resources and support to differentiate curriculum and instruction, and communicates program initiatives.

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

**Description:** Each school will have a NDT. The chairperson of the NDT is the AIG specialist/contact. The team will meet regularly to discuss both placement and gifted educational needs. AIG Specialists/contacts will meet with grade levels to help classroom teachers plan differentiated curriculum and instruction.

**Planned Sources of Evidence:** •Lesson plans

- Plans/minutes from meetings
- Data from placement meetings
- School schedules
- NDT

**Other Comments:** School administrators support/schedule collaboration times for grade levels/content teachers to develop and implement curriculum and instruction differentiation for gifted students. School administrators and AIG Specialists select NDT members (Standard 2b).

### **Practice I**

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG students, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, a continuum of services, and support school transitions.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** District stakeholder surveys and the AIG plan revision team reveal a need to improve transition planning, communication, and implementation at each grade span transition.

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

**Description:** AIG Specialists/contacts will schedule a meeting in May/June to transfer folders and discuss unique student needs and characteristics. Sending schools will provide typed documentation of unique needs and characteristics to accommodate gifted learners. Documentation will be signed and dated by AIG specialist/contact, and all parties will keep the documentation. A dated copy will be sent to the CCS AIG Coordinator.

Annual first quarter AIG parent/ parent-student meetings will occur at all schools. Service options and DEPs/IDEPs will be reviewed and signed. An agenda, parent sign-in sheet, and/or minutes from the meeting will provide evidence. The AIG specialist/contact will notify parents that do not attend to arrange another meeting. Documentation noting parent DEP/IDEP meetings will be kept by AIG specialist/contact, and a dated copy will be sent to CCS AIG Coordinator. Evidence will include more than one attempt to contact parents/guardians.

**Planned Sources of Evidence:** Documentation of transitional meetings

Agenda, parent sign-in sheet, and/or minutes from annual AIG review meeting

DEPs/IDEPs are signed

Documentation showing opportunities for parents to review DEP/IDEP

**Other Comments:**

### **Standard 3: Personnel and Professional Development**

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going and comprehensive.

#### **Practice A**

Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The LEA employs a licensed educator to oversee the development, implementation, revision, and monitoring of the AIG program in Cleveland County. The LEA requires the AIG Coordinator to have an administrative degree and to meet North Carolina's requirement to have AIG license.

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

**Description:** Self-assessment and planned evidences validate the requirements of the practice.

**Planned Sources of Evidence:** Participation in ongoing training on the new AIG program standards and practices (state meetings, webinars, and conferences, regional meetings, and local meetings, etc.)

Communications and all data collections and analyses for the new AIG plan

Participation in Instructional Cabinet meetings, principal meetings, and other district meetings to communicate processes of the new AIG plan and services

Coordination of meetings with AIG specialists and AIG contacts to review components and implementation of the new plan

Oversight and monitoring of the implementation of the AIG district plan and revisions

Professional Growth Plan

Provision of leadership for budget, professional development, resource allocation, and AIG plan articulation

Collaboration with other LEA AIG Coordinators/Directors in the implementation of the plan

**Other Comments:**

#### **Practice B**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The AIG plan revision team, self-assessment, and surveys support maintaining this practice.

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

**Description:** AIG specialists are involved in tasks to meet the academic, intellectual, and the social-emotional needs of gifted students. Cleveland County AIG specialists have AIG licensure and participate in additional educational opportunities as well as appropriate PLCs to meet the comprehensive needs of gifted students.

AIG specialists receive instruction through educational opportunities, meetings, conferences, research, workshops and through LEA staff development. The Specialists evaluate the aptness of the educational experiences they facilitate for gifted students through these instructional opportunities. Elementary and intermediate AIG specialists meet monthly to review program components and implementation, and to plan curriculum, enrichment, and activities to meet the academic, intellectual, social, and emotional needs of gifted students.

**Planned Sources of Evidence:** AIG schedules show documentation of time with students

Time spent in AIG job-related tasks including, testing students, observing students, assisting in planning AIG staff development, scheduling collaboration with regular education teachers and other school personnel, assisting with the coordination of special programs/events for gifted students and/their families (Standard 2i)

AIG lesson/unit plans are published via State AIG website (Standard 2)

AIG specialists' lesson plans/units, curriculum-related enrichment, and suggested resources are published via AIG website

AIG stakeholder surveys

AIG-NDT chairperson

AIG agendas

Continuing education credits/coursework/certificates

Teaching and/facilitating relevant AIG professional development/workshops

**Other Comments:**

### **Practice C**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Cleveland County Schools is committed to providing the community highly qualified school personnel. The LEA recognizes the relationship between quality professional development and successful students ("Strategic Plan 2008-2013"). Annual, AIG professional development plans should reflect professional growth in AIG.

**Goals:** Create AIG professional development plans to include in the district's professional development plans.

**Description:** Develop a professional development plan that includes AIG curriculum, delivery and instruction, and assessing AIG students. Educators will increase competency and efficacy through high-quality professional development to meet the unique needs of AIG students.

**Planned Sources of Evidence:** Workshop/professional development rosters/, sign-in sheets, PLC rosters/minutes/agendas, NDT agendas/minutes/rosters, district/school-level AIG meetings/presentations, teacher artifacts related to gifted education

Annual CCS Professional Development Plan  
Teacher rosters verifying AIG licensure and/endorsements

Assessment data documenting AIG success that includes advanced/Honors courses, EOC/EOG, NCVPS, dual enrollments, Career and College Promise, Advanced Placement, Cleveland Early College, etc. (Standard 6d)

**Other Comments:** Professional Growth Plans include established PLCs in all schools.

### **Practice D**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Academically and Intellectually Gifted students need educational enrichment and academic opportunities to maximize individual growth and development. The district is committed to providing all students with the most appropriate learning environment for maximum success and growth.

**Goals:** Establish clear curriculum goals and expectations for all teachers that serve AIG students including AIG Specialists, regular education teachers, and any teacher that serves AIG students.

Establish district guidelines and expectations for vertical and horizontal communication that involves AIG personnel, parents, regular education teachers, and other teachers serving AIG students.

Document AIG professional development and AIG licensure. Consider documentation in scheduling AIG students.

**Description:** •Goals 1 and 2 will be established, documented, approved, and communicated to stakeholders.

•Principals will be responsible for AIG accountability at the school level.

•Appropriate professional development will be provided for school personnel to ensure high quality curriculum and instruction across the district and in each school.

•AIG students will be placed with teachers who have the appropriate credentials to teach AIG students.

Goals 1 and 2 will be established, documented, approved, and communicated to stakeholders. Principals will be responsible for AIG accountability at the school level. Appropriate professional development will be provided for school personnel to ensure high quality curriculum and instruction across the district and in each school. AIG students will be placed with teachers who have the appropriate credentials to teach AIG students or have proven successful in teaching AIG students as evidenced by high growth with students in the 5th quintile through EVAAS.

**Planned Sources of Evidence:** Goals, expectations, and guidelines for curriculum and instructional delivery are developed

(Standard 2)

Enrichment activities are documented on school service delivery plans/DEPs

Minutes, presentations, professional development opportunities, rosters/sign in sheets

Documentation of parent invitations to conference for input on the DEP/IDEP

(Standard 1)

**Other Comments:**

**Practice E**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** The self-assessment tool and AIG plan revision team indicate the need to develop an AIG professional development plan aligned to district goals.

**Goals:** Develop AIG professional development plan aligned to the CCS Strategic Plan 2013-2018.

Research and determine AIG professional development needs in the district that reflect best practice

and highly qualified professionals.

Schedule professional development; provide follow-up opportunities.

Develop a pre/post survey, or develop an evaluation of professional development opportunities.

**Description:** Year 1: Implement goals 1-4 during 2013-2014.

Year 2: Review and evaluate goals 1-4 during 2014-2015; determine plan modifications.

Year 3: Review and evaluate; determine plan modifications.

**Planned Sources of Evidence:** District professional development plan

Workshop registrations and evaluations

Pre/Post survey/evaluation of professional development

Annual documentation of AIG licensed personnel

**Other Comments:** •Practices e, d, and g are equal in importance and occur simultaneously.

### **Practice F**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The self-assessment, AIG teacher survey, and the AIG plan revision team indicate this practice is evident. According to 336 teacher survey responses, 64.29% indicate having an opportunity to participate in AIG professional development.

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

**Description:** AIG specialists align curriculum with state/national standards that includes 21st century content and skills. Specialists are compiling collections of lesson plans/units aligned to the standards to provide more consistency in the LEA (Standard 2).

Educators have access to an electronic database of AIG plans on the state website through the NCDPI data warehouse.

AIG professional development is planned and updated yearly to support AIG teachers in district initiatives and individual teacher needs according to their professional development plans (Standard 3c).

The LEA uses vertical and horizontal communication concerning the needs of gifted students (Standard 3d).

The LEA communicates professional development opportunities using email, mailings, staff development postings on the CCS website, etc.

All AIG teachers have participated in professional development on the Common Core and Essential Standards – including appropriate rigor for AIG standards.

**Planned Sources of Evidence:** Agendas, minutes, notes, professional development documentation, etc.

Compiled standard-specific lesson plan collections

Electronic database

AIG professional development plan

**Other Comments:**

**Practice G**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Teachers will have opportunities to collaborate with other professionals to meet the needs of AIG students.

**Goals:** Create opportunities for teachers to engage in AIG professional development and learning communities.

Schools plan for AIG professional development that will enhance instruction of AIG students according to specific school needs.

**Description:** Professional development opportunities will be planned for AIG, regular education, and other personnel involved in serving AIG students. Teachers will participate in PLCs to increase knowledge related to AIG students. PLCs will provide opportunities for planning, implementing and refining curriculum, instructional strategies, and the needs of gifted learners through reflection, dialogue, and shared collaborative practices.

**Planned Sources of Evidence:** Professional development documentation, meeting agendas, minutes, notes, etc.

Continuing education credits, coursework, certificates

**Other Comments:** This goal completes the cycle of completing and refining professional development, implementing, monitoring, and providing qualified professionals serving AIG students in classrooms.

## **Standard 4: Comprehensive Programming within a Total School Community**

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

### **Practice A**

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

### **This practice is a Focused Practice for 2013-2016.**

**Rationale:** Analysis of the current AIG plan indicates that most stakeholders are pleased with the programs and services available to meet the academic and intellectual needs of gifted students. The self-assessment and surveys reveal the need to emphasize the social-emotional needs of gifted learners in elementary, intermediate, middle and high schools. Academically gifted students may have some of the same needs as age-peers, but they typically have unique or different needs related to their academic and intellectual abilities, experiences, age and environment ("North Carolina Academically or Intellectually Gifted Program Standards", July, 2009).

**Goals:** Develop and implement AIG programs and services that include the social-emotional needs of gifted learners at the elementary, intermediate, middle, and high school levels.

**Description:** Provide guidance lessons in class rooms/small groups addressing typical social and emotional needs of gifted learners. Examples of student lesson topics include perfectionism, organizational strategies, sensitivity, anxiety, social acceptance, etc.

Middle and high school settings will arrange sessions/lessons through guidance, ninth grade academies, and outside agencies such as the College Board to address the social-emotional needs of gifted middle and high school learners.

Guidance counselors and AIG specialists will provide information at a faculty meeting during the first quarter of school to help staff understand the unique social and emotional needs of gifted learners.

Use instructional strategies to meet the social and emotional needs of gifted students during instruction at the elementary level with AIG students and nurturing groups.

**Planned Sources of Evidence:** Documentation (agendas, rosters, lesson plans, minutes, etc.) from the school counselor or AIG specialist

Surveys completed by parents, students, and teachers

### **Other Comments:**

### **Practice B**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Cleveland County students are provided an array of service delivery options. DEPs/IDEPs document options. AIG students receive services according to the identification area/areas (reading, math or both, as determined by the state). Students have opportunities for advanced or accelerated courses, including online courses and dual-enrollment with the local community college, and opportunities in subjects/courses other than the recognized placement areas of reading and math. State 034 funds, and funds from the Greater Cleveland County Educational Foundation, provide gifted students a variety of service options. Some include math team competition, Mystery Day (deductive-reasoning day), Cyberkids Robotics, specialized units of study emphasizing 21st century skills and learner needs, and higher order thinking skills practice for younger students' development.

**Goals:** Utilize the resources of the LEA in the development of a quality AIG program aligned to AIG identification needs and the LEA's commitment to provide rigorous and relevant academic and intellectual services for all students.

Match student needs to service delivery opportunities.

**Description:** Analyze AIG programs and services according to each area of AIG identification to provide more equity in programs and services. Use AIG resources to provide more equity in programs and services. Disperse AIG personnel according to school size, distribution of the AIG population, and unique school needs.

The annual review of the DEP/IDEP provides an evaluation of service options and student needs.

**Planned Sources of Evidence:** Publish service delivery plans for each school configuration

Complete an annual DEP/IDEP for each AIG student in area/areas of AIG identification

Publish AIG personnel assignments on the CCS website through the AIG web page pictures and/or articles submitted for Mystery Day and CyberKids Robotics

**Other Comments:**

**Practice C**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** The AIG program will evaluate programs and services that reflect the LEA's goal to prepare students to be globally competitive (Strategic Plan 2013-2018). Practically, 80% of the teachers, students, and parents that responded to the AIG Surveys indicate the program develops

globally competitive students, and prepares students to be successful citizens.

The AIG program will provide services aligned with the system's policy and practice to provide all students an instructional program that includes rigorous curriculum, enhanced with technology, opportunities for involvement in the arts, and complex problem solving (Strategic Plan 2013-2018). Equitable personnel assignments will allow for more equitable curriculum and service delivery opportunities.

**Goals:** Analyze AIG personnel assignments

Develop a plan for AIG personnel assignments (Standard 2b)

Review AIG service delivery options

Update service delivery options opportunities.  
Strive for equitable instructional time from site to site.

**Description:** The Assistant Superintendent of Curriculum and Instruction, AIG coordinator, personnel director, and other central office leaders evaluate AIG personnel assignments. AIG personnel assignment plan is based on the AIG population at each site.

Revise service delivery options to provide more consistency.

The annual review of the DEP/IDEP provides an evaluation of service options and student needs.

**Planned Sources of Evidence:** Self-assessment 4b and 4c; practices are mostly evident

Revise AIG personnel assignments

Revise AIG schedules

Update and publish AIG program service options plan for elementary, intermediate, middle, and high schools

Complete an annual DEP/IDEP for each AIG student's area/areas of AIG identification

AIG student rolls are provided to regular education teachers

AIG folders document identification area/areas

**Other Comments:**

**Practice D**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Students need to be globally competitive and 21st century ready. Communicating with all stakeholders is a necessary component in providing students with a quality 21st century education (Strategic Plan 2013-2018). Deliberate communication provides opportunities to present and discuss components of the AIG plan, AIG-related topics and guidelines. Stakeholders are part of an ongoing, continuous evaluation of AIG program effectiveness. The AIG self-assessment highlights the need to increase our communication with stakeholders at middle and high school levels.

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

**Description:** The AIG plan, program and AIG-related topics will be communicated at designated meetings.

- Present the 2010-2013 AIG plan to local board of education.
- Present 2010-2013 AIG plan at all represented schools in the LEA (presentations by AIG specialist, AIG coordinator, or AIG NDT chairperson.
- Present and discuss the 2010-2013 AIG plan with LEA instructional leaders.
- Communicate with the LEA's AIG plan revision team.
- Educate personnel with defined roles in implementing the AIG plan and understanding laws and policies related to AIG.
- Create AIG NDT for elementary, intermediate, middle and high schools.  
The AIG plan, program and AIG-related topics will be communicated at designated meetings.

Present the 2013-2016 AIG plan to local board of education.

Present 2013-2016 AIG plan at all represented schools in the LEA (presentations by AIG specialist, AIG coordinator, or AIG NDT chairperson.

Present and discuss the 2013-2016 AIG plan with LEA instructional leaders.

Communicate with the LEA's AIG plan revision team.

Educate personnel with defined roles in implementing the AIG plan and understanding laws and policies related to AIG.

Create AIG NDT for elementary, intermediate, middle and high schools.

**Planned Sources of Evidence:** Documentation (agendas, minutes, rosters, copies of presentations), etc.

AIG NDT at all schools, including middle and high schools

Rosters of AIG students and students in nurturing programs

AIG program published on LEA webpage

School-specific AIG websites

Survey data

**Other Comments:**

**Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Cleveland County Schools believes that communication is vital for student success and the success of our LEA. The AIG program provides information to teachers and schools regarding AIG students and areas identified for AIG services. This information is included on the student's DEP/IDEP, school Excel reports, and Power School. Data is included in the student's AIG folder on the AIG assessment data record.

Communication is needed at key transition points for students. Cleveland County Schools is restructuring our school configurations to provide more consistency in the county and to better meet the needs of students, including gifted students. Communication will be more intentional at student transition points.

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

**Description:** The AIG program will work to improve equity and communication as described.

Distribute AIG personnel equitably at the elementary, middle, and intermediate levels to provide for comprehensive continuation of services.

Define AIG responsibilities and membership requirements for AIG NDT membership at all school levels.

Revise and update AIG service delivery options to assure consistency and equitable services.

Develop and review DEPs/IDEPs.

Develop guidelines to communicate at key transition points with parents and school personnel.

**Planned Sources of Evidence:** Publish AIG personnel assignments

Define AIG NDT by school configuration

Develop document describing AIG roles and duties in high schools

Publish service delivery options by school configuration

DEPs/IDEPs

Written procedures for communicating with parents and school personnel; designate communication specifics for transition of students

**Other Comments:**

**Practice F**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The self-assessment tool validates AIG collaborative efforts and involvement with the total school community in planning and providing differentiated services for AIG students in Cleveland County. Communication and specific times to collaborate are designated and provide more consistency in the program.

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

**Description:** Cleveland County Schools makes communication a priority. Collaboration and involvement with stakeholders in the schools, LEA instructional leaders, parents, community members, and the Greater Cleveland County Schools Educational Foundation, provides students with an array of high quality educational opportunities.

The LEA plans differentiated programming and services in collaboration with stakeholders to meet the needs of gifted learners and to nurture gifted potential. Cleveland County Schools offers advanced and accelerated coursework on campus, and through other efforts such as Career and College Promise courses (community college), advanced placement courses, North Carolina Virtual Public High School courses, and honors courses. Other available opportunities for gifted students include nomination to Governor's School, NC School of Math and Science, student government nominations, membership in National Honor Society, and National Beta Club, Duke Talent Identification Program recognition, and other academic and talent-related opportunities such as the local, elementary Math Team competition, CyberKids Robotics, Battle of the Books, Math Olympiad, Math Counts, Science Olympiad, and other academic and enrichment opportunities.

**Planned Sources of Evidence:** Documentation includes agendas, minutes, checklists

Surveys to stakeholders

DEPs/IDEPs

District AIG program on LEA website

School-specific AIG websites

AIG personnel schedules note scheduled times to communicate with other educators, parents/families, and administrators

Self-assessment tool

AIG plan revision team roster with assignments

Research programs/resources to provide assistance to regular education in nurturing the gifted potential of young students and under-represented populations

**Other Comments:**

**Practice G**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** The AIG plan revision team suggests a need for more collaboration between regular education, AIG Specialists, school counselors, parents and families, and others in meeting the social-emotional needs of gifted students (Standard 4a).

**Goals:** Provide more opportunities for school personnel, parents/families, and others to collaborate concerning the social-emotional needs of gifted students and students that display gifted characteristics (Standard 4a).

**Description:** Documentation (agendas, rosters, lesson plans, minutes, etc.) completed by the school counselor or AIG specialist (Standard 4a)

Surveys completed by parents, students, and teachers (Standard 4a)

**Planned Sources of Evidence:** Documentation (agendas, rosters, lesson plans, minutes, etc.) from quarterly reports/checklists completed by the school counselor or AIG specialist (Standard 4a)

Surveys completed by parents, students, and teachers (Standard 4a)

**Other Comments:**

**Practice H**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Cleveland County Schools will develop a county-wide, systematic, research-based process for acceleration, including instructional and placement options for gifted students. Communication takes place with appropriate school personnel when there is a need. At present, school personnel utilize formal and informal information, observations, checklists, exemplars of above-grade-level work, test scores, and teacher recommendations. Developing a more formally articulated process will be part of future discussions as the AIG program continues to improve communication, collaboration vertically and horizontally, to prepare for the reconfiguration of schools in the system. State-driven changes in curriculum will also foster accelerative instructional and placement options.

The AIG program aligns with the State Board of Education Policy relating to General Statute 115C-364. This policy defines the criteria for early admission to kindergarten. Students meeting the criteria may be considered for early entry to kindergarten.

**Goals:** Develop a more formally articulated process for acceleration including instructional and placement options for students.

**Description:** The district committee will determine and articulate possible scenarios for AIG acceleration and instructional placement as well as the criteria and options for appropriate services to meet their needs.

**Planned Sources of Evidence:** Agendas and Plan for acceleration possibilities, criteria for each, and possible services for each.

**Other Comments:**

**Practice I**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The CCS Strategic Plan for 2013-2018 validates the school system's intention to promote school environments where every student has a positive and supportive relationship with compassionate school personnel. A goal of the LEA is to be supportive and flexible in providing opportunities to address the diversity of all academic and career needs of students ("Strategic Plan 2008-2013"). Cleveland County Schools is progressing in providing for the needs of traditionally under-represented AIG populations, as the LEA self-assessment tool indicates. While maintaining this practice, the system still recognizes the need for improvement.

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

**Description:** Seventeen schools (16 elementary; 1 intermediate) of the 28 schools in Cleveland County are designated as Title 1 schools. Currently, 64.3 percent of the students in Cleveland County receive free or reduced lunch. Cleveland County is serving economically disadvantaged children throughout all programs in the system, including AIG. Data reveal growth in the numbers of minority students receiving AIG services. Efforts such as the annual Education Summit to Raise Achievement and Close the Gap validate the LEA's desire for all students to be successful and to reach their maximum potential. The data on the diversity in the AIG program is taken from the April 1, 2013 headcount.

Ethnicity Total %	
American Indian/Alaskan Native	2 0.08%
Asian	44 1.76%
Black or African American	313 12.51%
Hispanic	63 2.52%
Multi-Racial	99 3.96%
White	1980 79.17%
Grand Total	2501 100%

The Cleveland County AIG Program continually seeks to improve services for under-represented populations by informing school personnel of AIG characteristics, sharing data, participating in the annual Education Summit to Raise Achievement and Close the Gap, researching various programs and publications, and participating in conferences and workshops that include information on reaching under-represented populations. AIG is proactive in providing services for under-represented populations through early elementary nurturing groups. Students from under-represented populations may receive services from AIG that foster creative and critical thinking skills. AIG specialists help teachers understand how to look for indicators of gifted characteristics that may be masked by cultural differences, English language usage, low self-esteem, limited experiences beyond home, etc. Elementary AIG specialists use a variety of research-based sources. "Primary Education Thinking Skills" is used to nurture critical and creative thinking skills and reveal the potential of under-represented students in nurturing groups.

Traditionally, CCS provides screening procedures for AIG services that are equitable and accessible for all students. Students, teachers, and parents may nominate at all grade levels. Cleveland County administers aptitude testing to all third grade students. Beginning with the 2010-2011 school year, third grade students began taking a culturally-fair assessment, the Naglieri Non- Verbal Ability Test (Cleveland County AIG Program, Standard 1).

Departments within the system, such as the Exceptional Children's Program, provide insight into considering under-represented populations for AIG services. Information is shared on current and forthcoming efforts, such as the Response to Instruction Program (RTI) and preparations for AIG and RTI to work together to benefit AIG students, including the twice-exceptional AIG student. Secondary schools work to recruit under-represented populations through many efforts. One avenue of recruitment is through Freshman Academies that support students and challenge them to select advanced course opportunities. Freshman Academy administrators, guidance counselors, and

teachers encourage all students to reach their fullest potential (Strategic Plan 2013-2018). Career and College Promise in conjunction with Cleveland Community College shows a steady increase in participation in the county. Data representing the last five years indicate increased participation of under-represented populations in Honors and/or Advanced Placement courses tends to fluctuate.

Secondary schools work to recruit under-represented populations through many efforts. One avenue of recruitment is through Freshman Academies that support students and challenge them to select advanced course opportunities. Freshman Academy administrators, guidance counselors, and teachers encourage all students to reach their fullest potential ("Strategic Plan 2008-2013"). The Huskins Community College Bill program shows a steady increase in participation in the county. Data, representing the last five years, indicate participation of under-represented populations in advanced or Advanced Placement courses tends to fluctuate.

Instructional leaders at the central office and school administrators endeavor to provide an array of advanced study opportunities for highly gifted students. Establishing AIG NDTs at the secondary level will be beneficial in meeting the needs of the highly gifted (Cleveland County AIG Program, Standard 1). Middle schools and intermediate schools offer advanced course work and/or projects to gifted students. Elementary AIG specialists work to meet the needs of the highly gifted through collaboration with other teachers, projects, academic competitions such as Geography Bowl, Math Day and Mystery Day, and by encouraging students to take advantage of academic opportunities, such as the Duke Talent Identification program.

The AIG program and the district will continue to address the issue of under-represented populations receiving services. The "Strategic Plan 2008-2013" states, "We will challenge students to reach their potential." This value statement includes all children, regardless of label, title (under-represented), or subgroup.

**Planned Sources of Evidence:** AIG participation history for minority students

AIG personnel attend the annual Education Summit to Raise Achievement and Close the Gap

Nurturing group rosters

Student progress in nurturing groups

Historical data of Career and College Promise classes, advanced classes, NCVPHS classes, and advanced placement courses

**Other Comments:**

### **Practice J**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Cleveland County offers a variety of extra-curricular opportunities that address the needs

and interests of AIG students. Programs are available through the AIG program, and school-specific programs and events serve AIG students.

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

**Description:** Students have opportunities to select from a variety of programs and events. Some of the programs and events may include the following at different grade configurations.

Students may participate in elementary and middle Battle of the Books and CyberKids Robotics competitions. Elementary students may also participate in a county Geography Bowl, Math Day, Mystery Day, and curriculum-related field trips, such as a trip to The Environmental Education Center at Camp Thunderbird for 5th grade AIG students. Fourth-grade AIG students may take a trip to the Carl Sandburg National Historic Site after completing a 4th grade unit on Carl Sandburg or visit the Biltmore House for "Mystery of the Biltmore House".. Other opportunities include the Duke Talent Identification Program, the local Erma Drum poetry contest, Carl Sandburg poetry contest, NC Honors Chorus, school productions, talents shows, art competitions, special programming provided to students through the Cleveland County Arts Council, and an array of other opportunities available to students through schools and the AIG program.

Middle school students have many of the same opportunities as elementary students. Many middle schools host science fairs, participate in competitions such as Math Counts, Battle of the Books, and Science Olympiad. Middle schools also have clubs, service project clubs, sports, and competitions related to the arts.

High School students select from a variety of opportunities to enhance their development; some of the choices are similar to middle and elementary selections, such as music, drama, art, sports, special programs, poetry, and writing competitions. Some opportunities include Governor's School, NC Girls' State, youth legislature service, and others.

The AIG program will continue to encourage programs and events that are integral in developing the needs and interests of gifted students.

**Planned Sources of Evidence:** Promote and maintain documentation of student participation in extra-curricular programs, events, projects

Share local, state, regional, and national opportunities with students

Survey students

Survey parents

**Other Comments:**

## Standard 5: Partnerships

The LEA ensures on-going and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

### Practice A

Develops partnerships with parents/families and the community that are intentional and meaningful to support the academic, intellectual, social and emotional needs of AIG students.

### **This practice is a Focused Practice for 2013-2016.**

**Rationale:** Data demonstrate a need to improve communication and involvement of parents/families in AIG services. Seventy-six percent of parents/families are provided an opportunity to communicate with the AIG teacher, AIG designee, or other school personnel according to the 2009-2010 surveys.

Partnerships with the community and area businesses provide support and resources to the program. The local media provides support and coverage of events involving gifted students. The AIG program's affiliation with the Greater Cleveland County Schools Educational Foundation (GCCSEF) makes academic and enrichment opportunities/competitions available for students. Math Day and Cyberkids Robotics are two of the opportunities that the GCCSEF supports. Both are covered by local media.

Community representatives are members of the Cleveland County AIG Plan Revision Team. Local board members are present at many AIG events and activities involving gifted students and also serve on the plan revision team. The Cleveland County Arts Council provides special programming to students, including gifted students.

Cleveland County Schools, including the AIG program, partners with area institutions of higher learning including Cleveland Community College and Gardner-Webb University. Students may apply for dual enrollment to the community college and the university, and the community college and university provide facility usage for many school events involving gifted students.

**Goals:** Increase the response rate to 100% of AIG parents indicating an opportunity to participate in the development of a DEP/IDEP is provided.

Maintain partnerships and involvement with the community to plan and implement gifted programs and services.

Involve parents in the annual development and signing of the DEPs/IDEPs.

**Description:** Various methods of communication provide opportunities to inform parents/families of AIG services. Methods include email, School Messenger, LEA website, school specific AIG websites, written correspondence, phone calls, and school meetings.

Parents give survey feedback.

Parents participate in developing, updating and signing of DEPs/IDEPs.

Parents participate in developing and revising the 2013-2016 AIG plan.

**Planned Sources of Evidence:** Parent surveys

Documentation (agendas, minutes, website information, presentations, newsletters, invitation to conference, checklists, etc.)

DEPs/IDEPs are signed

**Other Comments:**

**Practice B**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Communicating and forming partnerships with the community are integral components in the success of Cleveland County students ("Strategic Plan 2008-2013"). Improving communication and continuing to form partnerships are perpetual goals of the school system. Parent surveys indicate that 76.44% of the 438 parents participating are provided opportunities to communicate with an AIG teacher, AIG designee, or other school personnel concerning AIG. Surveys from 369 parents show 64.4% respond that they have an opportunity to sign an annual DEP.

**Goals:** •Increase rate to 100% parents/families of AIG students to sign DEP at all schools.

**Description:** •Teachers participate in DEP/IDEP professional development during the first quarter of the year to improve communication with AIG parents. The AIG specialist/AIG administrator/contact will schedule staff development for classroom teachers and other school personnel.

**Planned Sources of Evidence:** •Parent surveys

•Documentation (agendas, minutes, website information, presentations, newsletters, invitation to conference, checklists, etc.)

•DEPs/IDEPs are signed

**Other Comments:**

**Practice C**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** The self-assessment indicates that stakeholders reflecting the diversity of AIG families and community are minimally involved in the AIG program.

Stakeholders representing the diversity of AIG students are members of the AIG plan revision team. Parents have input through the survey. Cleveland County Schools will continue to involve representative stakeholders of AIG families in our community. The county AIG Plan Revision Team selected this as a focused practice, as the team studies ways to be more inclusive.

**Goals:** Continue to look for opportunities to engage and include stakeholders representing diversity of AIG students.

Continue climate surveys

AIG website updates

Continue DEP/IDEP meetings

Translate documents

Plan follow up revision team meeting/meetings

Community outreach meetings

**Description:** Parents of AIG students currently participate in the DEP process and support students in extra- and co-curricular activities. A diverse group of stakeholders participated in the development of the AIG plan and provide support through the CORE group for academic excellence and achievement.

**Planned Sources of Evidence:** Data representing the diversity of parent and community support at AIG events.

**Other Comments:**

#### **Practice D**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The self-assessment documents that parents, families, and the community are informed of AIG opportunities. Parents have a variety of communication modes (Standard 5a). AIG Standard 5a shows that the AIG program plans for 100% of parents to respond that they have opportunities to communicate with AIG personnel. Improving communication is an ongoing goal.

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

**Description:** The AIG program provides opportunities to communicate with parents/families. AIG seeks assistance to correspond with parents/families that do not speak English. Forms are developed in languages representative of the local AIG population. AIG uses resources in the community and in the school system. The ESL Director serves on the AIG plan revision team. The program began using a culture-fair test in screening for AIG services in third grade (Standard 1b) during 2010-2011.

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**Planned Sources of Evidence:** AIG websites

Translated documents

Translations of AIG events as needed

AIG forms translated

**Other Comments:**

### **Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The compiled self-assessment ranks this practice as minimal and needing improvement. This standard is included in ongoing improvement plans.

AIG partners with parents, organizations and members of the community. Increased communication is needed to publicize events supporting gifted/AIG events. Many AIG events are strongly supported by the Cleveland County Educational Foundation such as the Math Fair and Robotics.

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

**Description:** Partnerships with the community are noted on the self-assessment and are discussed in the rationale for Standard 5a. Partners include local businesses, GCCSEF, Gardner-Webb University, Cleveland Community College, local media, etc. These partnerships help provide students 21st century academic and enrichment opportunities.

**Planned Sources of Evidence:** Number of AIG events

Stakeholder participation in events and initiatives

**Other Comments:**

## **Standard 6: Program Accountability**

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

### **Practice A**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Cleveland County Schools has a written AIG plan describing AIG services in accordance with state legislation, state standards, and district needs. The needs of advanced learners are best served through the alignment of the local plan with state standards and guidelines. The plan is approved by the local Board of Education, and the Department of Public Instruction (DPI) receives the plan by July 15th, 2013, for review.

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

**Description:** Cleveland County follows the guidelines set forth by the state legislation of Article 9B, and NCDPI. The 2013-2016 AIG plan will adhere to the new NC AIG standards, local school board policies, and district goals.

**Planned Sources of Evidence:** LEA's AIG plan and review

Board of Education approval document

Plan's alignment with new AIG standards

**Other Comments:**

### **Practice B**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** The self-assessment, surveys, and the AIG plan revision team cite a need for change in

the implementation of service delivery models at all school levels. State policies and legislation concerning gifted education must be in compliance at all school configuration levels.

**Goals:** Develop uniform district AIG service delivery plans that establish a minimum and maximum range of criteria for AIG services at all schools.

Establish a district AIG Advisory Committee

**Description:** CCS will create the following methods of accountability.

Schools will adjust current services to meet the criteria of the new plan and to be in compliance with state policies and legislation.

AIG advisory committee will use sources of evidence (listed below) to evaluate the fidelity of the new service plan implementation.

The NDT will evaluate and monitor implementation of service delivery plans at each school.

**Planned Sources of Evidence:**

AIG NDT leads school-based programming checks and audits

Report data, including desegregations of EOG and EOC data

Seek patterns and trends of related topics

Survey/interview parents, teachers, and students

**Other Comments:**

**Practice C**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** State funds are used to benefit the educational growth of academically and intellectually gifted students. The LEA uses state AIG funds to support the local AIG program. Funds provide personnel, educational resources and materials, technology, professional development, workshops, and enrichment opportunities for students. The district will continue to use state AIG funds for AIG programming needs, and the district will monitor AIG funds to ensure program success. The AIG budget is monitored by the AIG coordinator and the Assistant Superintendent for Curriculum and Instruction. Financial compliance with policies and guidelines is monitored by the Director of Finance.

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

**Description:** •The AIG Coordinator and Assistant Superintendent for Curriculum and Instruction manage the state allotment for AIG funding to ensure that the budget is in place and is disbursed appropriately. Working with the finance office, the AIG coordinator annually reviews the AIG budget and ensures AIG funds are being used to support district AIG program goals.

The AIG Coordinator and Assistant Superintendent for Curriculum and Instruction manage the state allotment for AIG funding to ensure that the budget is in place and is disbursed appropriately. Working with the finance office, the AIG coordinator annually reviews the AIG budget and ensures AIG funds are being used to support district AIG program goals.

**Planned Sources of Evidence:** •AIG annual budget statement

- Line item review
- Purchase orders
- Finance records

**Other Comments:**

#### **Practice D**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The LEA testing department disaggregates and disseminates testing data pertaining to all AIG students. Data is maintained, analyzed, and student performance is shared district-wide and at all schools. AIG student performance growth is monitored and shared with school AIG specialists/contacts and administrators to help determine the individual needs of AIG students.

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

**Description:** The LEA uses data to evaluate student growth, performance, and assess the effectiveness of the program in meeting the needs of all AIG students. The LEA will continue to maintain, analyze, and share information as it relates to student performance and the district initiative to raise achievement for all students and increase the graduation rate.

Annual AIG NC EOG/EOC growth reports will be provided to each school's AIG specialist, contact, and principal to analyze student performance and AIG performance for the school.

Annual review will take place for each AIG student.

**Planned Sources of Evidence:** Yearly reports from Testing and Accountability Department

Desegregations of EOG and EOC data, and other performance indicators

Interviews with school personnel

DEPs, IDEPs

Drop-out data showing AIG identified students

Nurturing program

North Carolina Virtual Public High School

Advanced/Accelerated/Honors rosters

Career and College Promise

**Other Comments:**

**Practice E**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** The self-assessment, surveys, and the AIG plan revision team indicate a need for more consistent monitoring of under-represented populations at all levels of school configurations.

**Goals:** To develop a uniform district AIG service delivery plan for monitoring under-represented populations at all school levels.

**Description:** AIG Advisory Committee will determine a consistent way to monitor and retain students of under-represented populations from year to year. The AIG Advisory Committee will determine uniform criteria for school accountability to address the needs of under-represented populations and will use sources of evidence (listed below) to evaluate the fidelity of this goal.

**Planned Sources of Evidence:** Checks and audits (established by the AIG NDT) of school-based programming

Identify trends

Gather enrollment data in upper level courses

Gather AIG dropout data

Survey/interview parents, teachers, students

Document sessions related to 6e (agendas, minutes, rosters, etc.)

**Other Comments:**

### **Practice F**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The LEA maintains and disseminates current AIG certified personnel data. CCS uses an online professional development tracking system which maintains all employee professional development records. Many professional development opportunities are available in the district, outside the district, and virtually. Personnel are notified of AIG licensure opportunities and AIG professional development. CCS considers it important that AIG-certified teachers are working with the gifted population, utilizing appropriate strategies to meet the needs of gifted students, increasing student growth, and assuring that the social-emotional needs of gifted students are included in the context of the learning environment.

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

**Description:** The LEA's Department of Human Resources and the AIG coordinator maintain and update documentation for personnel that work with AIG students. All teachers in the AIG program who work directly with identifying, supporting, and monitoring AIG students are certified with AIG licensure. To more effectively serve gifted learners, AIG students are placed in classrooms with regular education teachers holding AIG licensure when possible.

**Planned Sources of Evidence:** •Licensure records and reports

- Professional development records
- Use of state AIG (034) funds
- AIG school childcount

**Other Comments:**

### **Practice G**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** School-based NDT and PLC groups and the district AIG Advisory Committee will meet regularly to make recommendations and promote the needs of gifted students. The representative

groups do reflect the diversity of the community and the local AIG population. This is a maintained practice, but the LEA will continue to involve the advisory group to improve programming and services.

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

**Description:** Stakeholders review, articulate and evaluate the effectiveness of the AIG program within each individual school. The AIG Coordinator receives recommendations for program improvements and suggested future endeavors and studies for viability. Ongoing formal and informal assessments of AIG programming and services promote awareness of the needs of gifted students. Administrators, teachers, parents, central office instructional leaders, local members of the school board, and students are included in the evaluation and endorsement of the CCS AIG Program 2013-2016.

**Planned Sources of Evidence:** Surveys (parents, teachers, and students)

Documentation (agendas, minutes, presentations at related meetings, work sessions)

Invitations to serve, and membership on committees, etc.

Interviews with related stakeholders are included in the evaluation and/endorsement of the CCS AIG Program 2013-2016

•Classroom observations

**Other Comments:**

### **Practice H**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Many forms of regular communication with students, parents/families, teachers, and other stakeholders are in place. The LEA issues periodic online and printed surveys. Data are gathered to monitor perception of the overall effectiveness of the AIG program. The data provide valuable stakeholder input concerning provision and quality improvement of the AIG program. Regular feedback from key stakeholders is sought and used to maintain a quality gifted program.

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

**Description:** The LEA continues to ask for formal and informal feedback from all stakeholders via various media. Feedback is used to drive improvement and progression of the AIG program.

**Planned Sources of Evidence:** •Data (surveys, interviews, parent meetings, focus groups with related stakeholders, etc.)

- Data from focused questions at annual DEP/IDEP/etc. meetings
- LEA and AIG websites/newsletters/blogs
- Documentation (agendas, notes, rosters, minutes, etc.)

**Other Comments:** The self-assessment represents input from school administrators, central office instructional leaders, AIG specialists, and the AIG coordinator. Self-assessments are compiled into one document representative of the district. Stakeholder surveys, the self-assessment, and feedback from the AIG plan revision team are instrumental in the development of the 2013-2016 AIG plan and program.

AIG specialists during monthly meetings have analyzed, discussed, and planned for program improvements.

### **Practice I**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The LEA plans to review and revise the local AIG program annually to recognize and address strengths and weaknesses. Assessment tools are utilized as a means for analyzing data for improvement. Feedback from stakeholders is also used to drive improvement. Ongoing communication with central office instructional leaders and other program directors helps provide continuous improvement in the program.

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

**Description:** In accordance with Article 9B, the LEA reviews and writes a revised AIG plan every three years. Revisions are based on multiple sources of evidence and input from stakeholders. Once the plan is written, it is submitted to the local board and NCDPI. Any feedback for improvement from the local board and/or NCDPI is included in the final product. The plan is continuously monitored for improvement.

**Planned Sources of Evidence:** Review comments by DPI

Explicit plan revisions are the result of feedback

**Other Comments:** School level administrators should participate in developing and monitoring the annual AIG Improvement Plans.

### **Practice J**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** The state review and evaluation of the local AIG program has been completed. The CCS AIG Program Plan was accepted with no revisions required. Survey results indicate a need to create multiple venues to disseminate information to all stakeholders. The CCS plan will be added to the district's website and will be available through North Carolina Department of Public Instruction. Cleveland County Schools depends on program transparency, public monitoring and effective communications to foster program excellence.

**Goals:** Communicate to parents and community the results of the needs assessments, surveys, and the AIG planning process

Review surveys from stakeholders

Share DPI review

Utilize various modes of communication, newsletters, media coverage, memos, emails, website, presentations, etc.

**Description:** See Goal

**Planned Sources of Evidence:** AIG Plan and related documents

Stakeholder surveys

DPI review of plan

Various forms of communication used to communicate to stakeholders

**Other Comments:** The AIG Advisory Committee will consider the State's review of the plan, and will determine where and how to make revisions.

**Practice K**

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

**This practice is a Maintained Practice for 2013-2016.**

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

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

**Description:** The LEA establishes policies that safeguard the rights of AIG students and their parents/families. Safeguards include consent practices regarding screening, identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements. Procedures and practices are in place within the AIG Plan. District policies exist that protect all students and their rights. In the event of a disagreement concerning AIG identification

and/or services between parents and the LEA, parents have access to a step-by-step policy to resolve disagreements, or they may request a reassessment of services. The district follows all state AIG policies including the state policy concerning early kindergarten enrollment.

**Planned Sources of Evidence:** AIG Plan includes a policy to resolve disagreements that is defined according to the district's Grievance Policy 4600 - Student and Parent Grievances (adopted September, 26, 2005)

District website and policies

Documentation of formal grievances and LEA responses on file in the Cleveland County Schools AIG Director's or Coordinator's office

**Other Comments:**

**Glossary (optional):**

See other forms.

**Appendix (optional):**

CCS AIG Glossary final copy 7.15.10.doc (*Appendix*)

Board Approval AIG Plan.docx (*Local Board Approval Document*)