

Cleveland County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2016-2019

Approved by local Board of Education on:

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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, 2015). 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 and 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 2016-2019. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2016-2019, 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 2016)

State Funding	Local Funding	Grant Funding	Other Funding
\$.00	\$.00	\$.00	\$.00

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Standard 1: Student Identification

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

Practice A

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

District Response: The AIG program of Cleveland County Schools publishes identification procedures using written and electronic means. Stakeholders are provided multiple opportunities during the school year to learn about referral. These opportunities include, but are not limited to PTO/PTA meetings, faculty meetings, parent conferences and meetings, other school-specific events, and professional workshops. The plan and identification procedures are discussed and approved at local board meetings. Cleveland County Schools AIG Department maintains a website in addition to individual AIG teachers' websites which all include identification procedures.

Practice B

States and employs multiple criteria for AIG student identification. These criteria incorporate 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 measures that are based on current theory and research.

District Response: Search strategies for AIG referrals include multiple, research-based screening instruments which are both qualitative (observed behaviors checklists, anecdotal records, and student portfolios/work samples/projects) and quantitative. Quantitative tests include both achievement (BOG, EOG, TRC, STAR) and ability (NNAT, CogAT). AIG referrals may come from students, parents, teachers, or other adults involved with students.

Cleveland County Schools administers a culturally fair aptitude test (Naglieri Nonverbal Aptitude Test) to all third graders. AIG teachers offer an annual screening process at each school. One additional follow up assessment (Cognitive Abilities Test) per year may be administered to referred students. For grades 3 and above, a minimum of three measures, including at least one quantitative and one qualitative will be met for a student to be identified as gifted. Achievement test scores must be at or above the 92nd percentile and ability/aptitude tests must be at or above a standard age or ability index score of 121 for a student to be identified.

Relevant information for placement decisions may include valid test data from an outside agency and/or placement in another gifted program outside of Cleveland County Schools.

Prior to the universal screening (in third grade), individual students who exhibit gifted behaviors may be referred to the AIG Needs Determination Team for an AIG Differentiated Education Plan (DEP).

Multiple criteria for referral of these students include documentation of early admission to kindergarten, DIBELS and m-class literacy assessments, writing assessments, math assessments, achievement and aptitude data at or above the 98th percentile, observations by AIG specialist or impartial school personnel, work samples that consistently demonstrate that student is working at least one or more grade levels above same-age peers, observed behaviors checklists, and nominations from administrators, teachers, school personnel, and parents.

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.

District Response: The AIG nurturing program in Cleveland County Schools provides skills, lessons, and activities to increase higher level thinking and problem solving. Cleveland County Schools uses criteria sheets to identify nurturing students based on state and local assessments. The criteria sheet also reveals students from traditionally underrepresented populations.

The NNAT is a culturally fair, non-biased test that reveals aptitude in all students.

Students from underrepresented populations are encouraged to take advanced courses in middle and high schools. Intermediate, middle, and high schools offer Freshman Academies, guidance lessons, and partner with outside agencies to ensure that advanced classes are offered to all students.

Cleveland County Schools educates personnel concerning behaviors that can mask giftedness in underrepresented populations.

Practice D

Implements screening, referral, and identification processes consistently within the LEA.

District Response: All schools in Cleveland County have Needs Determination Teams. The NDT at each school includes, but is not limited to an administrator, a guidance counselor, the AIG specialist/contact, and a classroom teacher. The NDT ensures that referral and identification procedures at each school are implemented consistently across the county. The AIG specialist/contact conducts annual training of the NDT team at his/her school.

Practice E

Maintains documentation that explains the identification process and service options for individual

AIG students, which is reviewed annually with parents/families.

District Response: The AIG program maintains individual documentation for each identified AIG student that is reviewed annually with parents/families. This documentation includes a referral data record that includes all assessments and evaluations considered in placement decisions signed by NDT members, signed permission to test forms (if additional testing is needed), and signed DEPs or IDEPs. The DEPs include each student's designated placement area(s), service options, and options for differentiated instruction. IDEPs are developed for unique AIG students who need services not listed on the DEP. Middle and high school DEPs document accelerated coursework, honors courses, Advanced Placement courses, dual/concurrent enrollment, Cleveland Early College High School, and early graduation options.

Ideas to Strengthen the Standard: The universal screening in third grade could be more indicative of all areas of strengths in students as opposed to identifying only nonverbal gifted students. This could be accomplished by using the Cognitive Abilities Test or a similar test with verbal and mathematical subsections in addition to a nonverbal section.

Most students are identified in elementary school, so continued staff development on AIG identification at middle and high schools will be beneficial to both the school personnel and the students.

AIG teachers need to be formally trained on the new plan, especially about new student identification guidelines prior to the beginning of the 2016-2017 school year.

Sources of Evidence: NNAT (Naglieri Nonverbal Ability Test)

CogAT (Cognitive Abilities Test)

Beginning of Grade/End of Grade Tests

End of Course Tests

Text Reading and Comprehension Assessment (TRC)

STAR reading assessment

Curriculum Based Measures – math applications (local assessment)

Authentic work samples and projects

Observed Behaviors Checklists

Other nationally normed tests used with transfer students

Achievement/Aptitude testing done by outside agencies

Nurturing referral and criteria sheets

NDT meeting notes

AIG folders (to include referral data record, all assessments/evaluations for each individual student, any checklists used, signed DEPs and/or IDEPs, and any permission to test forms if needed)

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.

District Response: Curriculum for the K-12 gifted learner is based on the North Carolina Standard Course of Study. The curriculum is enriched, extended and accelerated through the use of a collection of units, lessons and activities, arranged by grade level, which include inter-disciplinary connections, field-trips, project-based learning, research and presentations. Published lesson plans/units meet the criteria of a developed rubric. These resources are used to differentiate the curriculum of those students identified as AM, AR, AG, and AI, and IG. Elementary AIG specialists collaborate with other LEA AIG specialists to provide consistency in curriculum and delivery. AIG specialists plan consistency in curriculum and instruction by creating K-2 and 3-5 curriculum menus for AIG pullout instruction.

The AIG curriculum meets the needs of the gifted learner in specific content areas by providing opportunities that enrich, extend and accelerate the NCSCOS. Some of these opportunities are, but not limited to:

- *Science for a Day – A day to provide acceleration and enrichment for students in grade 5 to enhance the science curriculum.
- * Mystery Day – A day to provide enrichment for students in grade 4 to enhance the ELA curriculum.
- * Math Field Day – A day to provide acceleration and enrichment to students in grade 5 to enhance the math curriculum.

AIG specialist research and provide K-2 classroom programs designed to nurture early elementary students. Teachers are provided the tools to adapt the NCSCS, identify abilities, readiness, interests and learning profiles of gifted students by collaborating with the AIG specialist/contact and the Needs Determination Teams (NDT) at all schools

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.

District Response: The LEA provides diverse and effective instructional practices for the gifted learner by offering a curriculum that is organized by key concepts and principles of a discipline. The content is real-world with activities that cause them to process information at a higher level of thinking there by creating products which allow them to struggle with meaningful problems and propose defensible solutions. The pace of the curriculum responds to the individual needs of each learner. It offers the gifted learner a chance to learn at a higher level of difficulty with less scaffolding from the teacher, while at the same time providing for a certain amount of risk taking needed to advance the gifted learner in their endeavors.

The LEA uses a variety of instructional strategies to provide rigor, depth, and complexity to the AIG curriculum. High level questioning, problem based learning, tiered task/products, group investigations and inquiry based learning are just some of the strategies used to promote a more rigorous curriculum for the gifted learner.

The AIG learner takes a learning styles inventory at the onset of placement in the AIG program. This inventory measures the students' learning styles, preferences, and interest. Grade-specific learner profiles and inventories are accessible on the AIG G-drive via the LEA email system. The profile is updated at each grade-span transition. These profiles are included in each AIG students' folder. Professional development provided to each school by the AIG specialist/contact provides the tools to meet the diverse academic and instructional needs of the gifted learner, including but not limited to; differentiation methods, instructional best practices, and learning styles.

Practice C

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

District Response: The AIG specialist /contact person at each school is given sufficient time to research and identify various research-based supplemental resources that enhance the AIG curriculum. The elementary AIG specialists meet monthly to collaborate and discuss current trends in AIG curriculum and share those ideas to enhance their instruction.

The AIG specialist/contact person at each school collaborates with their curriculum coordinator (CTC) to insure that the needs of the gifted learner are being met within the framework of the school's curriculum model.

The elementary AIG specialist are given a chance to attend NCAGT when funds are available in order to gather new programming and research based resources to support the gifted learner.

The AIG elementary and intermediate program uses a variety of research-based resources within their pull-out program as a part of their extended, accelerated curriculum. Some of these are:

The Jacob's Ladder Reading Comprehension Program
Hands-on Equations
Thinking Maps
Primary Education Thinking Skills
Mentoring Mathematical Minds

Some of the supplemental resources used in the elementary AIG program are used in an after school format but may take place during a specified time period of the school day set aside for special enrichment activities (WIN time) such as:

First Lego League
Battle of the Books
Model UN

Middle and high schools use a variety of resources to provide rigor and relevant curriculum and instruction and to extend the AIG instruction. Such as but not limited to:

Advanced/accelerated/honors courses
Virtual courses
College and Career Promise
Dual enrollments
Early College High School
Battle of the books/academic competitions/competitions in the arts
Great Books
Launchpad
Keys to Literacy
Summer Ventures
First Tech Challenge

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

Practice D

Fosters the development of 21st century content and skills an advanced level.

District Response: The AIG curriculum fosters the development of 21st century content and skill development opportunities by integrating real world contextual learning into its program. The focus includes global awareness, civic and economic literacies, critical thinking, problem solving, communication and collaboration, research skills, applied information and media literacy, and applied life skills for leadership and social responsibility.

Units/lessons/activities which support 21st century learning are created and compiled on the G-drive which can be accessed through the LEA email server. These lessons are developed through the collaboration of the LEA AIG specialists, regular education teachers and the CTC's at each school. Professional development is made available to each school which addresses the teaching and fostering of 21st century content and skills.

Real world learning opportunities are made available to the gifted learner outside the parameters of the AIG curriculum such as:

Model UN
First Lego League
Maker Space
Summer Ventures
Mystery Readers Book Club

Practice E

Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

District Response: Multiple assessments, both formative and summative, are on-going to plan for differentiation in the AIG curriculum and instruction. Assessment data provides teachers direction in these areas by revealing students' strengths and weaknesses in content areas but also by providing information on the AIG students' interest and learning styles.

The data collected is used to promote and inform flexible grouping practices used throughout the LEA. Research based assessments are used to group students for the purpose of differentiating the curriculum in areas such as math and ELA. Assessments are also used to determine the grouping of students for the purpose of enrichment activities such as Robotics team, math team, and other academic competitions.

Resources are used to support the AIG and classroom teachers' ability to evaluate the data collected such as; Booster Shot series on NC AIG Wiki site, and collaboration with the CTC at each individual school. The AIG specialist/contact is involved in the collection and interpretation of the data process at each school level.

The assessments used measure a range of students' needs and abilities and include but are not limited to:

CogAt
Naglieri Non-verbal Ability Test
DIBELS
Curriculum-based measurements
Benchmark testing

Formative classroom assessments such as: four corners, exit tickets, pre-test, journaling/learning logs, interactive notebooks, peer/self-assessments, think pair share, STAR and accelerated math, standards based quizzes

Common assessments

Aimsweb

Practice F

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

District Response: The social and emotional needs of the AIG learner is met through the use of enrichment classes provided by the classroom teacher, the school counselor and the AIG specialist/contact at each school. These classes include: 7 Habits of Happy Kids, and creative problem solving.

The school counselor, in class rooms/small groups provides guidance lessons that address typical social and emotional needs of the gifted learner.

A lending library is available in the AIG classroom at each school for classroom teachers. Resources include materials that highlight best practices for meeting the social and emotional needs of gifted students.

Freshman academy has been established in each of the four high schools in the county in order to assist with the transition to high school and build relationships with faculty.

Middle and Intermediate school days are planned at each transition level in order to assist students' transition into a new learning environment and evaluate student interest in elective areas of study.

Practice G

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

District Response: AIG Specialists provide pullout and push-in services to nurturing groups in all elementary schools. The K-2 nurturing program targets the potential giftedness in all students, including under-represented populations. AIG Specialist use a variety of resources during nurturing

instruction and incorporate technology, 21st century skills, critical thinking and the fostering of creativity into their lessons/units of instruction. The program also addresses the social and emotional needs of the young gifted learner by emphasizing areas of concern that may arise.

AIG Specialist at each school collaborates with classroom teachers to recognize students with outstanding potential and to help plan differentiated instruction and curriculum to develop gifted potential in young students.

K-2 students being served in the nurture program have the opportunity for formal identification as the need arises.

K-2 nurturing groups allow for flexible grouping based on criteria obtained from various data points such as DIBELS and CBM's. This flexible grouping ensures that all students are exposed to intentional strategies to develop potential.

All third grade students are observed prior to the formal identification process by the AIG specialist at each school.

Practice H

Collaborates with AIG personnel and other professional staff, including regular education teachers, special education teachers, other instructional staff, and administrators, to develop and implement differentiated curriculum and instruction.

District Response: Elementary, intermediate and some of the middle schools have AIG specialist at each school. Middle and high schools have an AIG contact/administrator. The AIG specialist/contact provides resources and support to help differentiate the curriculum and instruction for the gifted learner and communicates program initiatives.

Each elementary, intermediate and middle school has a Needs Determination Team (NDT). The chairperson of the NDT is the AIG specialist/contact. School administrators and AIG specialist select NDT members. The NDT serves as the AIG-PLC. The team meets regularly to discuss both placement and gifted educational needs.

School administrators support/schedule collaboration times for grade level/content teachers, special education teachers and CTC's to develop and implement curriculum and instruction differentiation for gifted learners.

Practice I

Develops and documents a student plan that articulates the differentiated curriculum and instruction

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

District Response: Annual first quarter AIG parent/parent-student meetings occur at all schools. Service options and DEPs/IDEPs are explained, reviewed and signed at this meeting. 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. Evidence will include more than one attempt to contact parents/guardians.

AIG specialists/contacts schedule a meeting in May/June to transfer folders to the transitional school and discuss unique student needs and characteristics. Sending schools will provide typed documentation of unique needs and characteristics to accommodate gifted learners.

A gifted progress report is include with the regular report card at each marking period to provide additional communication on data, and services regarding the student's progress in the AIG classroom.

Ideas to Strengthen the Standard: AIG Specialist will collaborate to produce further units/lessons/activities for the students identified as IG.

Incorporate social/emotional plans into already established units of study.(Try to include counselors in this role)

More formal collaboration time between the AIG Specialist, classroom teachers and CTC's at each school needs to be developed.

Sources of Evidence: Lesson plan/unit database
LEA AIG specialist meeting agendas and minutes
Agendas and minutes from individual school collaboration meetings with classroom teachers and CTC's
LEA AIG website and pamphlet
NDT meetings agendas and minutes
Documentation from transitional meetings
AIG progress report
DEP'S/IDEP's
Schedules from: Science for a Day, Math Field Day, Mystery Day, Robotics Day, EBOB, BOB
List of AIG specialist/contact at each school
Sample learning styles inventory
Nurturing criteria sheets

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.

District Response: 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.

Practice B

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

District Response: 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 PLC's to meet the comprehensive needs of gifted students. Elementary and intermediate AIG specialists meet monthly to review program components, implementation, plan curriculum, enrichment, and activities to meet the academic, intellectual, social and emotional needs of gifted students.

AIG specialists receive instruction through educational opportunities, meetings, NC State conference, workshops, and LEA staff development. The specialists evaluate the aptness of the educational experiences they facilitate for gifted students through these instructional opportunities.

AIG specialists spend time in AIG job-related tasks including developing lessons/materials for gifted students, testing students, observing students, planning AIG staff development, scheduling collaboration with regular education teachers and school personnel, AIG NDT meetings, teaching and/or facilitating AIG professional development within monthly PLC's.

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

District Response: All AIG teachers must be either AIG certified or in the process of being AIG certified.

Classroom teachers are instructed annually by our AIG staff via a presentation during the first nine weeks of school. This training includes: characteristics of being gifted, how to identify, the referral process and ways to best meet their needs.

At the secondary level, teachers are trained to teach various AP courses and other advanced courses. Students are also eligible to take NCVPS, CCP courses, and other college level courses.

Practice D

Places AIG students in general education classrooms with teachers who have earned an AIG add-on license from an Institute of Higher Education (IHE) or who have met the LEA's professional development requirements for that position.

District Response: The goal of Cleveland County Schools is to place AIG students in the most rigorous and challenging classrooms. Numerous training and activities are in place to help our teachers best serve our students. Some of those trainings include:

Math Foundations
Reading Foundations
MTSS
Keys to Literacy
Dibels/TRC workshops
Guided Reading Training
NC State Conference
AIG Booster Shots (from state of NC AIG)
etc

Practice E

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

District Response: AIG curriculum is integrated within other professional development initiatives across the district. AIG specialists collaborate with instructional support staff to integrate best practices for gifted learners across professional development settings and topics.

Dibels/TRC workshops

Guided Reading Training

NC State Conference

AIG Booster Shots (from state of NC AIG)

Keys to Literacy

Reading and Math Foundations

Eureka Math

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

Practice F

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

District Response: AIG Specialists have monthly PLCs to allow collaboration to meet the needs of AIG students. Technologies such as email and google docs are used to share new ideas and grade appropriate resource materials.

Continuing education, credits, coursework, certificates

We also send several AIG teachers to the state AIG Conference

Ideas to Strengthen the Standard: Additional training is needed to help regular classroom teachers

serve our AIG students in the regular classroom setting.

LEA professional development guidelines need to be established for regular classrooms teachers in order to help with the AIG student placement process.

Sources of Evidence: List of certified teachers at each school
Monthly AIG PLC minutes/agenda
AIG instructed Booster shots taught to teachers

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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 classroom environments, grade levels, and settings.

District Response: The LEA provides AIG programming and services across all settings for K-12 students. AIG specialists develop and implement lessons that address the social-emotional, intellectual, and academic needs of gifted students. AIG specialist collaborate with other LEA AIG specialists to provide continuous support and resources at the elementary, intermediate, and middle school levels. In middle schools students are placed in accelerated classes in Language Arts and Math. The high schools have an AIG administrator who assists in providing resources and support to help differentiate the curriculum for gifted learners. High School students are offered advanced placement classes and college ready courses.

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. In the elementary and intermediate settings Guidance counselors will provide guidance lessons in classrooms or 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.

Practice B

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

District Response: Cleveland County students are provided an array of service delivery options. The AIG specialist at each school provides nurturing for students in K-2. The nurturing program is a flexible grouping of students based on CBM data, TRC scores, and other assessment data.. The nurturing program provides students with critical thinking and problem solving activities.

AIG students receive services according to the identification area/areas (reading, math, both, or

intellectually gifted).

Identified AIG students in grades 3-8 receive research-based specialized units of study emphasizing 21st century skills and learner needs. Some of the programs used are: The Jacob's Ladder Reading Comprehension Program, Hands on Equations, Thinking Maps, Primary Education Thinking Skills, and Mentoring Mathematical Minds. Teacher-created and other resources are available to AIG specialists on the shared G-drive.

Gifted students are also offered other opportunities including but not limited to: math team competition, Mystery Day (deductive-reasoning day), First Lego League Robotics, Science for a Day, and Battle of the Books.

High school students have opportunities for advanced or accelerated courses, including online courses and dual-enrollment with the local community college, Early College High School, Summer Ventures, First Tech Challenge and opportunities in subjects/courses other than the recognized placement areas of reading and math.

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

Practice C

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

District Response: The AIG program will provide services aligned with the system 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.

The strategic plan for Cleveland County Schools states that we will challenge each student with an exceptional educational experience that will lead each of them to become productive global citizens and lifelong learners. Our LEA adopted several core values. Our AIG program specifically addresses the following. "We will challenge students to reach their full potential, we will make student learning and development our primary focus, and we will support a community of learners."

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.

District Response: Communicating with all stakeholders is a necessary component in providing

students with a quality 21st century education and being globally competitive. Deliberate communication provides opportunities to present and discuss components of the AIG plan, AIG-related topics and guidelines.

AIG specialists will present to their staff within the first quarter of school about the delivery of differentiated services provided to AIG students and give an overview of the program. The AIG plan can be accessed from the Cleveland County Schools web page and also linked to school webpages.

Stakeholders are part of an ongoing, continuous evaluation of the AIG program effectiveness. The AIG plan, program and AIG-related topics will be communicated at designated meetings such as grade level meetings, site staff meetings, and monthly meetings of the AIG specialists. Elementary, intermediate, middle and high schools will form an NDT team (Needs Determination Team) with selected members from the school. The NDT will meet when needed to discuss placement of students and students in the AIG program and their needs.

Practice E

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

District Response: 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 through annual meetings with the DEP/IDEPs.

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. AIG specialist at the elementary, intermediate, and middle schools will meet during the last quarter of school for those students who will be transitioning to the intermediate or middle schools to discuss and review the DEP/IDEPs and discuss needs and concerns of the AIG students. Freshman academy has been established to assist with the transition of middle school students into high school and build relationships with faculty.

Practice F

Facilitates collaboration among school counseling personnel, regular education teachers, AIG specialists, and others to address the social and emotional needs of AIG students.

District Response: Schools will 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.

AIG specialist will participate in school based PLC activities with regular education classroom teachers and counselors to share tools and increase the social and emotional resources and options for gifted students.

The NDT (Need Determination Team) will work together along with special areas teachers to meet the social and emotional needs of gifted students.

AIG specialist will be available to conference with teachers and parents on a regular basis.

In the elementary and intermediate settings Guidance counselors will provide guidance lessons in classrooms or 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.

Practice G

Articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.

District Response: Cleveland County Schools has developed 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. State-driven changes in curriculum will also foster accelerative instructional and placement options.

This policy defines the criteria for early admission to kindergarten. Students meeting the criteria may be considered for early entry to kindergarten.

Practice H

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

District Response: Eighteen elementary schools (16 elementary; 2 intermediate) of the 28 schools in Cleveland County are designated as Title 1.

During the 2015-2016 school year, 64 percent of the students in Cleveland County received free or reduced lunch. Cleveland County is serving economically disadvantaged children throughout all programs in the system, including AIG.

Efforts such as the annual Education Summit to Raise Achievement and Close the Gap validate the desire for all students to be successful and to reach their maximum potential. 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 in grades K-2 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 called the Naglieri Non-Verbal Ability Test. 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 MTSS, preparing for AIG and MTSS 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. The Career and College Promise in conjunction with Cleveland Community College shows a steady increase in participation in the county.

Instructional leaders at the central office and school administrators endeavor to provide an array of advanced study opportunities for highly gifted students. AIG contacts at the secondary level will be beneficial in meeting the needs of the highly gifted.

Middle schools and intermediate schools offer advanced coursework 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 First Lego League Robotics, Math Day, Science for a day, Mystery Day, EBOB, 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.

Practice I

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

District Response: 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.

Elementary and middle school students may participate in First Lego League Robotics school competitions and Battle of the Books. Elementary students may also participate in a county Math Day, Mystery Day, Science for a day, and curriculum-related field trips, such as a trip to The White Water Center 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 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, 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, Model UN, 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 and Boys State, youth legislature service, Summer Ventures, and others.

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

Practice J

Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.

District Response: Cleveland County Schools utilizes flexible grouping in order to reach and support the growth of all AIG students. In the elementary and intermediate levels flexible grouping consist of but not limited to: intervention groups, guided reading groups, Accelerated Math, Accelerated Reading, and flexible nurturing groups. TRC, DIBELS, and CBM data help drive the flexibility of the groups in nurturing.

Middle and high schools offer CCP courses as well as AP and other accelerated courses to these students.

Assessments are used to determine the grouping of students for the purpose of enrichment activities to include: Robotics, Math Team, and other academic competitions.

Ideas to Strengthen the Standard: There is a need to increase our communication with stakeholders at middle and high school levels to ensure the continuation and smooth transition of AIG students.

AIG specialists schedules having the available time to meet with teachers and collaborate.

Incorporate opportunities for our counselors to work with our AIG students on their social-emotional needs.

Sources of Evidence: Academic Competitions

Registration Guides

NDT Teams

AIG Website and Brochure

Elementary Education Website

Lesson plans and unit database for AIG

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 following needs of AIG students:

- academic and intellectual
- social and emotional.

District Response: 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 Robotics are two of the opportunities that the GCCSEF supports. Both are covered by local media.

Additional enriching events that are open to AIG students include the Scripps National Spelling Bee, Elementary and Middle School Battle of the Books and a variety of field trips.

All schools have orientations at which parents can meet teachers and sign/discuss their child's DEP for year.

Parent 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. The Cleveland County Arts Council provides special programming to students, including gifted students.

With the majority of our schools receiving Title I funding, all students, including AIG students, can benefit from parent involvement activities. Many schools have science nights open to all students, and all fifth graders and high school students are provided a Career Day opportunity.

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.

District Response: Elementary schools have a presentation at a beginning of the year PTO meeting that details our AIG program guidelines.

Brochures have been updated and distributed to local businesses and schools to be readily available to parents.

Teachers meet with parents at the beginning of each year to discuss and sign DEPs. The AIG specialist keeps staff informed of placement and service policies and relays staff development opportunities.

The Cleveland County Schools AIG Plan is available on the district website.

Many of our forms and parent letters have been translated into Spanish.

Practice C

Establishes and utilizes an advisory group to develop, implement, and monitor the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents and families, AIG teachers, and other instructional and support staff.

District Response: Each school has a Needs Determination Team that includes an administrator, the AIG teacher, a guidance counselor and several teachers. This team meets to discuss student needs as they apply to services stipulated by our plan.

A diverse group of stakeholders, including parent representatives, are involved in the AIG plan revision.

Parents of AIG students participate in the DEP process and support students in extra-curricular activities.

Practice D

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

District Response: Many of our forms and parent letters have been developed in languages representative of the local AIG populations, mainly Spanish.

Parent contacts are made through a variety of methods, including class newsletters, notes, webpages, texts, emails, phone messages, Twitter, etc.

Schools have ESL translators available.

Practice E

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

District Response: Partnerships that enhance AIG programs include but are not limited to local businesses, the Dover Foundation, the GCCSEF, Gardner-Webb University, Cleveland Community College, local media, PPG, Wal-Mart Distribution Center, REA, Clearwater, Laughlin Furniture, Turner Trucking, etc. These partnerships provide students 21st century academic and enrichment opportunities.

Ideas to Strengthen the Standard: Increased opportunities for parent involvement in the AIG program are always beneficial.

Middle and high schools should consistently have dedicated events for parents to sign and discuss their child's DEP.

Sources of Evidence: Shelby Star coverage of events

School orientations

Parent signatures on DEPs

AIG Plan Revision Team

Parent event sign-in sheets

Career Day

AIG brochures

CCS website

Newsletter and parent notes

Translated documents

Event programs listing sponsors

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 to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. § 115C-150.5-.8 [Article 9B]), which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

District Response: A team was formed to lead the development of the local AIG plan.

Feedback from all stakeholders was gathered to guide the process and plan development.

Each AIG Specialist completed a program self-assessment.

The CCS AIG Team develops programs and policies based on program self-assessment and in consideration of local context.

The team met to describe implementation of each practice and to ensure language was clear and effective.

Stakeholders were involved throughout the plan development process.

Approval from Local Board of Education was obtained and submitted to SBE/DPI for comments.

Regional/area meetings and technical assistance visits with DPI staff were attended to support plan development and improvement.

Cleveland County follows the guidelines set forth by the state legislation of Article 9B, and NCDPI. The 2016-2019 AIG plan will adhere to the new NC AIG standards, local school board policies, and district goals.

- The AIG plan aligns with the new standards
- The LEA's AIG plan was reviewed.
- The Board approves the plan

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.

District Response: The plan is monitored by the AIG Coordinator and district team.

Monthly PLCs are held to build capacity and leadership among AIG staff and monitor program improvement to focus on successes and challenges of program implementation and effectiveness. Have the AIG Coordinator participate as a member of the district level instructional team.

Data is collected regularly, both formal and informal, to identify areas of program improvement. Data should include documentation about each standard and practice at the individual school and collective district level to ensure consistency and fidelity of program vision, and to ensure service delivery is equitable and consistent across schools.

Interim reports to NCDPI are submitted, to assess progress towards program implementation and effectiveness, utilizing feedback from individual schools, district level staff, and other key stakeholders.

Progress is reported to local stakeholders (including AIG Advisory Board or other district leadership, and the Local Board of Education) through our CCS Website.

Uniform district AIG service delivery plans that establish a minimum and maximum range of criteria for AIG services at all schools were developed.

A district AIG Advisory Committee was established.

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 the following sources of evidence to evaluate the fidelity of the new service plan implementation:

*The NDT (Needs Determination Team) will evaluate and monitor implementation of service delivery plans at each school.

*AIG PLC/AIG NDT lead school-based programming with checks and audits

•Report data, including disaggregation of EOG and EOC data

•Seek patterns and trends of related topics

Practice C

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

District Response: People, resources and professional development are prioritized, based on program needs and by comparing costs to value added for gifted populations.

Clear connections are made between each goal of plan and program with budget.

Funding is reviewed with district Assistant Superintendent of Curriculum and Instruction to discuss alignment of plan with budgeted resources.

When making purchases and other expenditures, how students will benefit is the main concern.

We advocate for other funding sources, such as local monies, grant funds, and business partnership funds to meet needs of AIG learners and program.

The AIG Coordinator/Assistant Superintendent of Curriculum and Instruction will manage the state allotment for AIG funding to ensure 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.

- AIG annual budget statement
- Purchase orders
- Finance records

Practice D

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

District Response: AIG student growth and achievement data, including EOG, EOC, AP, and ACT and other qualitative data are gathered, analyzed and shared with CCS employees, parents and stakeholders to address program needs and improvements.

Discuss and disaggregate data regularly to guide practice and improvements and to help determine if AIG student needs are being met; taking into consideration the holistic needs of gifted children.

Pay close attention to under-served populations as well and disproportionality issues.

Reduce number of AIG students at risk of failure or dropping out of school.

Follow up with AIG drop-outs, if possible, to find out why these students left school. Use this information to implement strategies to prevent this path.

Collect other indicators of student performance to speak to the "success" of AIG students. Such data might include:

- Number of internships or mentorships
- College acceptances information
- Scholarship information
- Successful AP completion rates

A Data Dashboard is maintained to analyze student performance growth.

Ensure that staff have training needed to understand student achievement and growth data; how to interpret and analyze data, and how to make programming changes that appropriately respond to student needs, as shown in the available data.

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 as well as AP and ACT 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.

The following programs and/or evidence will be reviewed annually for every AIG student.

- 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
- K-2 nurturing program
- Virtual Courses
- Advanced/Accelerated/Honors rosters
- College Career Promise (CCP)

Practice E

Monitors the representation, performance, 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.

District Response: Systematic procedures for collecting and analyzing data are created.

Study how students from underrepresented populations are being referred, identified and served.

Examine trends in representation and achievement.

Examine identification procedures to look for disproportional issues.

Discuss how program is meeting needs of all students who are gifted or have the potential to achieve.

AIG Advisory Committee will determine a consistent way to monitor and retain students of under-represented populations from year to year. The AIG District Monitoring 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.

- Checks and audits established by the AIG PLC/AIG NDT of school-based programming
- Identify trends
- Gather enrollment data in upper level courses
- Gather AIG dropout data
- Document sessions related to 6e (agendas, minutes, rosters, etc.)

Practice F

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

District Response: 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.

Practice G

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

District Response: Gather feedback throughout the year in a variety of modes, including online and face-to-face opportunities; taking advantage of other established meetings, like annual DEP/IDEP or parent open house meetings.

Specifically get input from those not involved directly with AIG from all stakeholders via various media. Feedback is used to drive improvement and progression of the AIG program.

Work with district leadership to use existing district collaborative team structures for ongoing reflection (i.e., principal meetings, other intra-agency meetings).

AIG websites/newsletters/blogs may be used to elicit feedback.

Self-assessments represent 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. The self-assessment and feedback from the AIG plan revision team are instrumental in the development of the 2016-2019 AIG plan and program.

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

Practice H

Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

District Response: A clear feedback process is established for the development of plan descriptions and policies.

Determine if changes are needed to plan mid-cycle.

Reflection on actual language in the plan to ensure plan reflects vision and practices is evident.

Examine data gathered from parents, students, teachers, other staff, and community members. The following data are examined:

- Externally developed and administered surveys (like Teacher Working Conditions, various accreditation instrument surveys, additional district wide strategic surveys)

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.

- Review comments by DPI
- Explicit plan revisions are the result of feedback
- Principals participate in developing and monitoring the AIG Program at area schools.

Practice I

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

District Response: Share results of program evaluation and plan progress with everyone.

Make data easily available and share data trends.

Share data in variety of formats and outlets. Share with AIG Advisory Board, district wide leadership, Principals, Student Advisory Groups, Family groups, PTA, Students, Community groups

Publish program evaluation data in a variety of media (including website, paper brochures, and so forth).

Develop communications based on various audiences.

Develop an AIG fact sheet that can be shared at DEP meetings and other information events for AIG students, parents & community members.

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.

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

- Share DPI review
- Utilize various modes of communication, newsletters, media coverage, memos, emails, website, presentations, etc.

Practice J

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

District Response: 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.

The 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 policies safeguarding the rights of the AIG students and their parents is located on the CCS AIG website.

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

Develop and communicate the district appeals process with families and students.

Forms are developed to obtain informed consent for identification and services.

Have rights translated and available in various formats and in the students' native language(s).

Connect local rights to parent rights in Article 9B.

Grievances go to the Director of Administrative Services.

AIG Specialist Handbooks include a clear outline of AIG student rights, identification and appropriate services offered in district.

Ideas to Strengthen the Standard: Allow more time for PLCs and collaboration to build leadership among AIG staff

Revisit AIG rosters at the end of each school year and prioritize the budget accordingly

Annual interest meeting held with parents of AIG students to explain the identification process, the program and the rights of the AIG students and parents.

Sources of Evidence: Meeting Agendas and minutes for the Plan Committee Team of Specialists
Board Approval of the plan

Monthly PLC meeting agendas and minutes

Interim Reports

CCS AIG Website

New AIG Plan

NDT Team Member Verification Rosters for each school in our system

AIG Annual Budget Statement

Yearly Reports from Testing and Accountability Department

Documentation of school personnel working with AIG students

AIG Parent Handbook

Glossary (optional):

Appendix (optional):

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