

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

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

Cherokee County Schools Vision for local AIG program: The Cherokee County School System firmly believes that children who are academically or intellectually gifted (AIG) have outstanding abilities and diverse learning needs. We feel that is valuable to recognize academic, social and emotional needs of our AIG students. Our plan is to meet the needs of AIG learners through providing students with academic enrichment, social and emotional support, and differentiated learning experiences. Cherokee County Schools strives to continue recognizing the exceptional abilities of our AIG student population. We will establish appropriate identification for students with academic or intellectually gifted learning abilities. Cherokee County Schools will provide AIG students with academic experiences that will continue to build learning relationships and assist their academic, intellectual, social, and emotional growth.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$166442.00	\$10000.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: The surveys of stake holders and self-assessment for Cherokee County Schools indicate identification procedures as an area of growth for the 2013-2016 renewal cycle. Some schools and grade levels were reportedly well informed while other schools and grade levels felt they had not received sufficient information regarding student identification procedures for AIG. While some progress has been made in this area, there is still work to be done. Our current processes for screening, referral, and identification needs to be defined with clear, comprehensive and reasonable guidelines practiced countywide.

Goals: It is the goal of Cherokee County Schools to establish a screening and referral process that is clear and accessible to all stakeholders, including school personnel, parents/families, students, and the community.

Description: AIG teachers countywide will use a valid and reliable instrument to identify students as academically or intellectually gifted. Regular education teachers will be provided with clear guidelines for recognizing students with or having "potential" exceptional learning needs. Regular education teachers will be provided with clear guidelines for referring and/or flagging younger students with or having "potential" exceptional learning needs. Procedures for AIG student identification for the K-12 District will be available on CCS homepage. The procedures for screening, referral and identification processes will available for school personnel, parents/families, students, and the community-at-large.

Screening:

The first phase of the placement process will be a review of the general school population to determine which students may need further assessment and/or placement in the differentiated services of gifted education. Student screening procedures will be responsive to the diversity of potentially gifted students by giving particular attention to the culturally diverse, economically disadvantaged, and the disabled. Workshops will be offered periodically for parents/guardians providing relevant information on nurturing gifted characteristics.

The screening procedure will include the following:

> A formal, broad based sweep of the general population using annual testing data will target students ranked in the upper 15% in tested areas. This pool of students will be compiled and processed at each school by the AIG specialist.

>The AIG specialist will work with classroom teachers to determine which students should be nominated for evaluation. In addition to the formal broad-based sweep, nominations will be accepted from sources such as teachers, parents, and students who are knowledgeable and aware of a student's need for differentiation.

Refer to the following forms in the Academically/Intellectually Gifted Education Plan:

- DEC 1/GE Screening Nomination Form For AIG
- DEC 1(a)/GE Student Interest/Student Motivation to Learn Gifted Behavior Scale
- DEC 1(b)/GE Initial Nomination Needs Determination Team Decision
- DEC 2/GE Parental Permission for Assessment and Review
- DEC 2(a) Parent Interest Inventory
- DEC 2(b) Student Interest Inventory

Planned Sources of Evidence: *Establish procedures for referring, testing and identifying students who are academically or intellectually gifted

*AIG personnel and professional development on how to recognize students in Kindergarten through 3rd grade as having the potential of being placed as academically or intellectually gifted.

*Use compliance forms for AIG student folders

Other Comments:

Practice B

Employs multiple criteria for AIG student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional standardized measures that are based current theory and research.

This practice is a Maintained Practice for 2013-2016.

Rationale: The referral process takes into consideration multiple indicators of gifted potential. The eligibility profile is easy to read and understand by all members of the DEP team.

Presently, CCS uses multiple criteria for identification and placement. We are researching the viability of portfolio placements and the cost of the Torrance® Tests of Creative Thinking (TTCT).

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

Description: Cherokee County Schools uses a multifaceted approach that includes multiple indicators of potential giftedness. These indicators are the student's observable behaviors, student performance, student achievement, student aptitude, student interest, and student motivation to learn.

We employ six criteria for student identification. These include tests for aptitude and achievement as well as classroom performance. The student profile is developed further by adding teacher assessments of gifted characteristics, interest in learning, and motivation to learn. The student must

meet the standards for five of the six criteria in order to be eligible for gifted placement.

Nomination data will be reviewed by the Needs Determination Team in each school. This committee will consist of the AIG specialist, grade level teacher(s), parent(s)/guardian(s), and an LEA representative. Other possible participants include the principal/assistant principal, school psychologist, counselors, additional teacher(s), parent(s) or other appropriate personnel as needed. The function of this committee is to review all relevant student information and to then make the recommendation regarding student eligibility. Eligibility and placement will be maintained by the AIG specialist and reviewed annually.

During review and the service delivery options match, the Needs Determination Team will adhere to the following guidelines:

Student must meet 5 out of 6 of the criterion to be considered eligible for placement.

- Minimum score of 114 on a Gifted behavior scale
- Minimum score of 18 on an Interest Scale
- Minimum score of 20 on a Motivation Scale
- Minimum of a 93 in at least one academic subject area
- Minimum of 92% on an achievement assessment
- Minimum of 92% on an aptitude assessment

No single criterion can eliminate a student from consideration.

As teachers utilize the Gifted Behavior Scale, they are encouraged to consider and then screen students who are potentially gifted in areas of creativity and leadership. Additionally, student interest and motivation allows for the incorporation of these non-traditional skills as well, again encouraging teachers to consider students beyond merely grades and test scores.

Refer to the following documents and forms in the Academically/Intellectually Gifted Education Plan:

Flowchart of Decision Making Process: Student Nomination, Referral, and Placement
DEC 3/GE Individual Student Eligibility Profile and Summary of Results for AIG

Planned Sources of Evidence:

- *Academically/Intellectually Gifted Education Plan
- *Completed Gifted Behavior Scales
- *Completed Interest Inventories completed by the student and parent
- *Completed Student Interests provided by the teacher
- *Completed Student Motivation to Learn provided by the teacher

Other Comments: Refer to the following forms in the Academically/Intellectually Gifted Education Plan:

- DEC 1(a)/GE Student Interest and Motivation Gifted Behavior Scale
- DEC 2(a)/GE Parent Interest Inventory
- DEC 2(b)/GE Student Interest Inventory

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: CCS serves a high percentage of economically disadvantaged students and a low percentage of culturally or ethnically diverse students. The AIG population matches the LEA population and demographics.

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

Description: Our demographics include a total minority student population of 8.6%, a large number of economically disadvantaged students, and a minute number of twice-exceptional students. Our screening, referral, and identification of these students is met by half of our criteria for the AIG program being teacher or parent profiles of AIG behavioral characteristics, interest in learning and the motivation to learn.

Planned Sources of Evidence:

- *Documentation of percentages from the Cherokee County AIG program director
- *70% of Cherokee County students receive free and reduced lunches.

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: CCS has maintained procedures that ensure fair, equitable, and consistent screening, referral, and identification of students who demonstrate the need for additional rigorous academic differentiation.

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

Description: Our LEA uses one screening, referral and identification process. Aptitude measures are from the Otis Lennon School Ability Test 8 Assessment, and achievement measures are from the North Carolina End of Grade percentiles and/or the Kaufman Test of Education Achievement. Every AIG specialist in Cherokee County Schools needs to use the same assessments and forms.

Screening pools are uniformly compiled across the county at each school. We screen the top 15% of EOG scores to create this initial screening pool.

Open nominations are uniformly accepted in addition to these screening pool referrals. Teachers are given information on potential indicators of giftedness and asked to especially look at under achieving students who may not qualify for the screening pool because of the objective nature of the formal assessment. Referrals are accepted from parents, students, and other staff members as well as classroom teachers.

Once a student has been referred, initial data is collected and reviewed by the Needs Determination Team. A joint decision is then made to proceed with further evaluation or to wait and watch for further evidence of need for differentiation.

If a student does go on for further evaluation, all students in CCS are evaluated by the same instruments.

Planned Sources of Evidence:

*Cherokee County Academically/Intellectually Gifted Education Plan

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: At present, CCS does not have a single document that identifies AIG students' or parents'/families' rights. Information is included in the current Academically/Intellectually Gifted Education Plan; however, it is not readily accessible to all stakeholders.

Goals: It is the goal of CCS to develop and publish a Parents' and Students' Rights Handbook for AIG education. This document will provide a written policy of rights that covers informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

Description: The AIG subcommittee will prepare a written document informing students and parents of their rights for the AIG program. This document will include policies that have been created in accordance with approved AIG programming for Cherokee County Schools and relevant North Carolina General Statutes. It will be published for the school community as well as AIG students and families. As the three-year cycle occurs, this document will be reviewed and revised as need arises. A portion of the information that will be contained is included below. Additional information will be incorporated as is necessary.

RE-EVALUATION/EXIT CRITERIA: Cherokee County Schools seeks to appropriately identify and place eligible students in the AIG program. However, the program may not be appropriate for all who qualify for it. No system of placement is perfect. In some cases it may be necessary to change a student's placement to find a better match between the student's needs and the academic program. Continued placement in this program may be reviewed and students may be exited from the program as the NDT deems necessary. A parent may decide that their child will be exited from the AIG program by requesting a conference with the NDT. At this time, the child is deleted from the AIG headcount. If, at a later date, the parent requests that the student be reinstated, the screening, referral, eligibility, placement, and services options match must begin anew.

TRANSFER STUDENTS: Any student who transfers into Cherokee County School who has participated in a program for academically or intellectually gifted students will be review by the NDT to determine local eligibility. Placement of students is based on the individual student's need for differentiated education and follows general placement procedures. Every effort shall be made to obtain appropriate records from the previous school to complete a study of eligibility requirements. The evaluation, eligibility, placement, and service delivery match will take place within ninety days of receiving records.

PROCEDURE TO RESOLVE DISAGREEMENTS: In the case that parent/guardian do not agree with Cherokee County Schools' decisions that a student not be identified as academically/intellectually-gifted or if the AIG service(s) offered are not considered by the parent/guardian to be appropriate, the following procedure will be utilized to resolve disagreements: 1. School Level Committee Conference The parent/guardian may request a conference with the school-based committee to discuss concerns. The school-based committee will review records and gather any additional information as needed. A conference will be granted within 10 school days of the request. Principal Conference If the disagreement is not resolved through the committee conference; the parent may make a written request for a conference with the principal. The principal will review the recommendation given by the committee and responds in writing to parents within 10 school days. 2. Central Office Level Special Programs Director The parent/guardian may appeal the principal's decision in writing to the Special Programs Director within 5 days of receiving response. The Special Programs Director will review the decision and respond in writing within 10 days of receiving the appeal. Superintendent/Assistant Superintendent The parent/guardian may appeal the Special Programs Director's decision in writing to the Superintendent/Assistant Superintendent within 10 days of receiving response. The Superintendent/Assistant Superintendent will review the decision and respond in writing within 10 days of receiving the appeal. If the disagreement is not resolved after appeals at both levels, the parent/guardian may appeal to the Board of Education. Refer to forms in the AIG Program Handbook

DEC 2/GE Parental Permission for Assessment and Review

DEC 2*/GE Invitation to Conference/Prior Notice

DEC 5&6 Placement Record & Parental Permission for Differentiated Services in Gifted Education

Planned Sources of Evidence:

*Cherokee County Schools Local Academically/Intellectually Gifted Education Plan

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 Focused Practice for 2013-2016.

Rationale: AIG parents/families expressed a need for more communication between the school, AIG Specialist, and the home. While we do provide annual feedback through the Yearly Performance Reviews, there is a need to hold annual meetings to disseminate information.

Goals: Annual meetings will improve communication, allow for explanation of service delivery options, and provide an opportunity for suggestions, concerns and questions from parents regarding AIG planning and programming.

Description: AIG educators will hold annual parents'/families' meetings to share information about AIG placement, services, and future plans. These meetings may be county wide, grade clusters, or grade level depending on the need.

Service Delivery Options: The service delivery options match phase is the actual matching of student need with appropriate service delivery options. The multiple indicators of giftedness that are summarized on the Individual Student Eligibility and Placement Record will be used to make the appropriate choices. When it is determined that a student is eligible and needs differentiated services, a Differentiated Education Plan (DEP) will be developed. When developing the Differentiated Education Plan, the needs of the vast majority of gifted students can be matched with the existing service delivery options. However, if no appropriate service delivery options exist, an Individualized Differentiation Education Plan (IDEP) will be developed. Students who may need individual consideration include under-achieving gifted, gifted with disabilities, high potential with culturally and economically diverse backgrounds, and the highly gifted. Student participation in the development of individual plans will be encouraged. Increasing levels of differentiation will be needed to meet the diverse needs of all students. The needs will range from what all students should have to what only a few are likely to need. Various service options and opportunities are required to meet the diverse needs of gifted students who function on many different levels. The Differentiated Service Delivery Options Match Charts for K-5, 6-8, and 9-12 summarize the array of service delivery options available to those students who show a need for differentiation. These charts present different learning environments, content modifications and special programs that are listed in the Differentiated Education Plan. These varying services, as well as those options available for students showing need for Extensive Differentiation, offer a comprehensive program to the students who attend Cherokee County Schools.

DESCRIPTIONS SERVICE DELIVERY OPTIONS GRADES K - 5 LEARNING ENVIRONMENT: Early Admission Students enter kindergarten earlier than their peers. Specific guidelines must be met for early admission. In-class Flexible Grouping Students will be grouped together within a regular education classroom based on ability and/or interest Subject Grouping Students are grouped by interest and/or ability to study specific subject. Grouping may not be limited to identify gifted students, but may include other high achievers, etc. Cluster grouping is where a cluster group of gifted students work together within a regular classroom for instructional purposes and for completion of specially designed curriculum units. These units are sometimes under the supervision of the AIG teacher in cooperation with the regular teacher. Students are grouped by interest and/or ability to

study a specific subject. Resource support will include the AIG teacher consulting with the regular classroom teacher to provide guidance in grading, instruction, and linkages to interest groups for students working within the regular class. Resource services describe the full continuum of services provided by AIG teachers, ranging from indirect to direct services. Services may include collaboration, resource room pull-out with focus on reading, writing and math, etc. Acceleration by Subject Students is grouped for specific subjects based on their aptitude and/or performance. Grade acceleration is where a student may be advanced an entire grade level. Subject skipping is when a student may be advanced an entire grade level in one subject only; for examples, a first grader may take second grade math.

Content Modification and Special Programs Within each of the above service delivery options, appropriate content modifications and special programs will be implemented as specified in each student's Differentiated Education Plan (DEP).

DESCRIPTIONS SERVICE DELIVERY OPTIONS GRADES 6-8 LEARNING ENVIRONMENT: In-class Flexible Grouping Students will be grouped together within a regular education classroom based on ability and/or interest Across Team Grouping Each team identifies students performing at an advanced skill level and students are pulled together with one teacher during an instructional period. Groups may be reconfigured as teams decide appropriate. Subject Grouping Students are grouped by interest and/or ability to study specific subject. Grouping may not be limited to identify gifted students, but may include other high achievers, etc. Cluster grouping is where a cluster group of gifted students work together within a regular classroom for instructional purposes and for completion of specially designed curriculum units. These units are sometimes under the supervision of the AIG teacher in cooperation with the regular teacher. Students are grouped by interest and/or ability to study a specific subject. Resource Support the AIG teacher consults with the regular classroom teacher to provide guidance in grading, instruction, and linkages to interest groups for students working within the regular class. Resource Services Describes the full continuum of services provided by AIG teachers, ranging from indirect to direct services. Acceleration by subject is when students are grouped for specific subjects based on their aptitude and/or performance. Grade acceleration is when a student may be advanced an entire grade level. Subject skipping is when a student may be advanced an entire grade level in one subject only. Virtual High School/Online learning Students take courses online. Mentor Program A student is paired with an individual whose career correlates with student interest and need. Individualized Plan Students involved in an independent plan may be working toward acceleration or enrichment. Students are carefully assessed and follow an individualized program while continuing to participate in regular class activities. Content Modification and Special Programs Within each of the above service delivery options, appropriate content modifications and special programs will be implemented as specified in each student's Differentiated Education Plan (DEP).

DESCRIPTIONS SERVICE DELIVERY OPTIONS GRADES 9-12 LEARNING ENVIRONMENT: Open Enrollment Advanced Classes Even though criteria have been established for entry into advanced courses, other students may elect to take the course if parents agree. Honors Courses Honors courses cover traditional content at an advanced level with emphasis on issues and themes as related to the topics. Although these courses are not limited to gifted students, they have clearly defined entry and exit criteria. Advanced Placement (AP Courses) The Advanced Placement Program, sponsored by the College Board, offers capable high school students the opportunity to take college-level courses and to receive credit or advanced placement by examination. Teachers usually receive AP training and follow a course description established by the College Board. These courses are designed for ambitious students who meet entry criteria. These courses will also be offered online. Dual Enrollment College/University Courses Dual enrollment allows students to be

enrolled in high school and college at the same time online or on-site. Internship program is where a student gains knowledge and experience by working in a selected career field. Specialized Electives Student chooses enrichment electives designed to provide opportunities for pursuit of special interests or talents. Content is often advanced. Resource support is when the AIG teacher consults with the regular classroom teacher to provide guidance in instruction, and linkages to interest groups for students working within the regular class. Virtual High School/Online learning Students take courses online. Interactive Television Distance Learning Students are instructed via video link. The Tri-County Early College High School allows students to earn both a High School Diploma and a two-year college degree in 4 years. Content Modification and Special Programs Within each of the above service delivery options, appropriate content modifications and special programs will be implemented as specified in each student's Differentiated Education Plan (DEP).

Planned Sources of Evidence:

- *Sign in sheets from the annual parents'/families' meetings
- *Invitations to meetings
- *Yearly Performance Reviews

Refer to the following forms in the AIG Program Handbook:

- DEC 4(K-5) Differentiated Education Plan Program Service Options Grades K-5
- DEC 4(6-8) Differentiated Education Plan Program Service Options Grades 6-8
- DEC 4(9-12) Differentiated Education Plan Program Service Options Grades 9-12
- DEC 4(K-12) Individual Differentiated Education Plan
- DEC (a)/GE AIG Yearly Performance Review

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 Focused Practice for 2013-2016.

Rationale: Advanced Placement classes, Honors classes, on-line classes, distance learning, and the use of dual enrollment provide differentiation of the high school curriculum. Investigation of the extent of adaptation needs to occur at the elementary and middle school level.

Presently, the enrichment, extension and acceleration for content areas delivered through the AIG specialists affect a limited portion of the total school day. Since AIG learners tend to need differentiation consistently throughout the day, the regular education teacher must supply appropriate enrichment, extension and acceleration of the curriculum during their time with the AIG learner.

Goals: We will evaluate how the North Carolina Standard Course of Study is being adapted to meet the needs of the gifted students and implement improvements as needed. Nominate/Select students to the Governor's School of North Carolina for the Summer of 2013.

All educators will enrich, extend, and accelerate the curriculum to address a range of ability levels in language arts, math, and other content areas. When a demonstrated need for acceleration exists, the option of skipping a subject or grade may be a consideration to meet the student's individualized needs.

Description: During the 2013 school year, school personnel will complete surveys eliciting information about the use of differentiation to adapt the North Carolina Standard Course of Study. The results of this survey will be used to evaluate the areas of strengths and weaknesses concerning differentiation to improve consistent adaptation of the North Carolina Standard Course of Study. Weaknesses identified from the surveys will be addressed during the 2013 - 2014 school year

Regular education teachers will provide appropriate levels of instruction and assignments. Best practices for differentiation will be utilized to ensure students' needs are met at all levels of instruction. Curriculum compacting and pre-testing will be used to determine current ability levels. Students will be instructed and assignments will be adapted to their demonstrated ability level. Students should not be required to complete assignments on skills for which they have demonstrated mastery. For example, a kindergartener reading on a third grade level could receive reading instruction in a second grade classroom. CCS is offering Algebra I and Spanish I for high school credit to its eighth graders who have demonstrated a need and potential for success. A freshman in high school who scored well on the verbal section of a TIP administered SAT could be assigned a task that required him to apply Latin and Greek word stems in lieu of merely memorizing them.

Planned Sources of Evidence:

- *Counselors and AIG teachers will provide teachers with necessary information and applications for nominating students for NC Governor's School
- *Creation of the Zoomerang survey
- *Number of participants in the survey
- *Results of the survey
- *Staff development in differentiation and other best practices
- *Documentation of pre-testing or curriculum compacting
- *Sample curriculum units, lesson plans and activities
- *Student work samples
- *Classroom anecdotal observations
- *Content based programs such as Continental Math and Word Masters

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 Focused Practice for 2013-2016.

Rationale: The Cherokee County self-assessment identified as an area for growth the need for diverse and effective instructional practices to address a range of learning potential and ability.

Goals: Educators in Cherokee County Schools will meet the educational needs of all learners through diverse and effective instructional practices.

Description: Differentiation will be delivered to all students who demonstrate the need through the use of pre-testing, curriculum compacting, challenging instruction, and modified assignments. Technology will be utilized as both a means of instruction and as an option for student products. Staff development in best practices for differentiation and instruction will be made available so that educators can better meet the needs of all learners.

Flexible arrangements should be made regarding missed assignments when differentiation occurs during direct services of AIG specialist. Examples of effectively implementing this flexibility would be make-up testing, shortened assignments, not requiring make up work, or one on one instruction of new material from peers or teacher.

Planned Sources of Evidence:

- *Supplementary instructional resources, pacing guides, enhanced framework
- *Staff development in differentiation and other best practices
- *Student work samples
- *List of speakers and mentors

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: CCS implements a variety of researched based supplemental resources to create challenging opportunities for optimal student growth.

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

Description: The majority of the AIG student's time is spent in the regular classroom. A variety of differentiated curricular, instructional, and resource materials are available to AIG Specialists, classroom teachers and administrators. Our AIG pull-aside program employs enrichment activities based on the NCSOS to support and enhance classroom instruction. Resources include, but not limited to the following:

Revised Bloom's Taxonomy
Junior Great Books
Thinking Maps
The Problem Solver: Activities for Learning Problem Solving Strategies
Paideia Teaching and Seminars/Socratic Seminars
How to Differentiate Instruction in Mixed Ability Classrooms/Carol Tomlinson
Leadership for Differentiating Schools and Classrooms/Carol Tomlinson and Susan Demirsky Allan
Odyssey of the Mind
Continental Math
Word Masters
Current Event League
ClassScape®
Study Island
21st Century Learning Centers
Invention Convention
TCCC Science Fair
Thinking Cap Quiz Bowl
Chess Club

Planned Sources of Evidence:

- *Service Delivery Options on DEP
- *Examples of selected curriculum products
- *Documentation of classroom use of supplemental materials

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: Although we are still focused on meeting this standard. We are well aware of the need to provide more staff development in 21st Century Skills at an advanced level.

Goals: Cherokee County Schools wants to partner with adjoining school systems to develop an event for AIG students to participate in. This event would celebrate their outstanding learning abilities and encourage them to establish relationships with other AIG students in other counties. This event would also be for parents, teachers, administrators, and stakeholders to attend.

Description: The development of 21st Century content and skills at an advanced level has been a focus of the LEA and is the responsibility of the regular classroom teacher who provides this by differentiation of the content area. Critical thinking, problem solving, creativity and innovation take place in the regular classroom and through AIG enrichment activities. Applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility are all met by Beta Club requirements, as well as numerous other options.

Planned Sources of Evidence: Participation in programs such as: Odyssey of the Mind, Continental Math League, Word Masters, Thinking Cap Quiz Bowl, Current Event League, Stock Market Game, Earth Day Science Fair, Super Saturdays, Invention Fair, TIP, Young Leadership, Chinese-English Summer Language Immersion, and Online courses; SIP; In-service training documentation.

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Teachers in CCS presently use on-going assessment to differentiate classroom instruction where a demonstrated need for services exists.

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

Description: Diagnostic pretesting and benchmark data is used to determine on what level of instruction a student should begin. This data is used to cater individual instruction to the needs of the learner on case by case basis. Educators use daily formative assessment to determine level of comprehension on an on-going basis. This information is used to drive daily instruction.

Planned Sources of Evidence:

- *Growth Charts completed on all AIG students
- *Diagnostic Pretesting Data
- *Benchmark Testing Data
- *Post Testing Data
- *Documentation of methods of Formative Assessment

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: AIG learners benefit from cluster grouping, ability grouping, and subject grouping to meet the social and emotional needs of being different at a core level from other learners. CCS is committed to creating and incorporating affective curricular and instructional practices that allow gifted learners to embrace their differences and pursue their education with passion.

Goals: The social and emotional needs of gifted learners will be met through cluster grouping, ability grouping and subject grouping at all levels of instruction. Cherokee County Schools desire for students who are academically or intellectually gifted to have a desire to participate in the AIG program. We desire for our AIG student population to experience academic, intellectual, social, and emotional growth during their academic career in our school system. Our goal is to encourage classrooms to provide AIG students with a collaborative learning environment that encourages creativity and promotes successful skills that are necessary for the 21st Century.

Description: Identified AIG learners and other students who have demonstrated high levels of achievement will be grouped in a deliberate manner in the regular education classroom to allow for time throughout the day to be with like-minded learners. High achieving students are often shunned for their desire to earn outstanding grades, ridiculed for their excitement over learning new content, and sometimes excluded as part of the peer group. Grouping these learners together will allow for the natural drive of competition as well as the comfort of being surrounded by others who embrace knowledge acquisition. Students will be paired or grouped as early as a demonstrated need arises. Identified learners at the elementary level will benefit from being placed in the same self-contained classroom or same period of instruction on a rotating class schedule. Learners at middle school are offered Pre-Algebra and Algebra I, and in some cases, Spanish I. Students will be offered English Language Arts, Science and Social Studies on an ability grouped level. Learners at the secondary level presently benefit from ability and subject grouping through the selection of Advanced Placement and Honors level courses.

Planned Sources of Evidence: *Increase attendance to Governor's School of North Carolina
*Increase attendance to Summer Ventures (ASU, ECU, NCCU, UNCC)
*Increase attendance to North Carolina School of Science and Mathematics

*Classroom rosters at all levels of instruction

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: Gifted learners and high achieving students need to be identified and served to develop their full potential.

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

Description: AIG learners and high achieving students are served through the use of ability grouping, leveled, thought provoking assignments that feature more problem solving and more open ended question. Cooperative groups are used frequently. These students are given more independence and ownership over their learning to demonstrate mastery through differentiated work products.

Planned Sources of Evidence:

- *Lesson plans
- *Ability grouping charts
- *Cooperative group charts
- *Differentiated work products

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: AIG students benefit from collaboration among AIG personnel and other professional staff to develop and implement differentiated curriculum and instruction. In fact, all students benefit from collaboration between and among all staff to develop and implement differentiated instruction at all levels of learner.

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

Description: CCS recognizes the need for professional collaboration to meet the needs of AIG learners. This collaboration occurs at grade level meetings, team meetings, school wide meetings,

and professional learning communities. CCS will work to provide an even greater amount of time for professional collaboration to meet the needs of gifted learners.

Planned Sources of Evidence:

- *Sign in sheets from PLC meetings
- *Staff meetings
- *Team meetings
- *Grade level meetings
- *Care Team meetings

Other Comments:

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale: CCS has three well developed DEPs for the K-5, 6-8, and 9-12 grade clusters. This plan is reviewed annually as part of the Yearly Performance Review process and information concerning any changes or updates is shared with parents/families.

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

Description: As part of the initial identification and placement meeting, the Needs Determination Team develops an individualized Differentiated Education Plan for each AIG learner. This document is grade level specific and appropriate by grade clusters. Each year, this plan is reviewed to determine which elements have, and to what extent, met the needs of the gifted learner, and which elements need to be added, deleted, or continued. This information is gathered in collaboration with AIG students, parents, faculty and staff and shared with parents/families as part of the Yearly Performance Review.

Planned Sources of Evidence:

- *Completed Differentiated Education Plan
- *Completed Yearly Performance Reviews

Other Comments: See the following forms in the Academically/Intellectually Gifted Education Plan

- DEC(a)/GE
- DEC 4(K-5)/GE
- DEC 4(6-8)/GE
- DEC 4(9-12)/GE

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 Focused Practice for 2013-2016.

Rationale: All AIG Specialists in CCS are fully licensed and highly qualified for AIG education. AIG is presently under the auspices of the Exceptional Children's Program in CCS. The EC Director is, at this time, not licensed in AIG education.

Goals: The supervisor; who guides, plans, develops, implements, revises, and monitors the local AIG program will be licensed in gifted education.

Description: The EC Director is currently serving as the AIG Coordinator to guide, plan, develop, implement, revise and monitor the AIG plan/program. The EC Director has a Masters of Education Degree in Special Education and Administration. During the time of her coursework, she did complete several assignments that related specifically to the AIG program in leadership roles; however, she does not currently have an AIG-license.

Planned Sources of Evidence: AIG leader's license

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: Due to the limited number of AIG specialists in this LEA and the extremely limited amount of time allotted for AIG service implementation, it is imperative that their time in AIG be spent directly addressing the academic, intellectual, social and emotional needs of gifted learners.

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

Description: All AIG specialists are assigned to a group of schools where they concentrate on the needs of gifted learners.

Duties include but are not limited to the following:

- Form screening pools, process referrals, and identify students in need of differentiated services
- Develop a differentiated education plan for each identified child
- Hold parent conferences and group meetings for parents as the need arises
- Re-evaluate and exit students as the need arises
- Complete yearly performance reviews on entire AIG population annually
- Maintain AIG records for AIG population for accountability and program evaluation
- Consult and coordinate with regular classroom teachers to differentiate the curriculum
- Design appropriate curriculum for AIG learners in grades K-12
- Teach enrichment classes for students in grades K-8
- Teach direct instruction in content areas where AIG clusters exist in K-8
- Facilitate and coordinate outside enrichments such as Odyssey of the Mind, Duke TIP, Duke MAP, etc.
- Design and implement appropriate travel experiences for AIG learners
- Provide staff development

Planned Sources of Evidence:

*Employment and assignments of AIG specialists

*Sign in sheets from staff development

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: Currently, CCS does not require certified personnel to receive any AIG professional staff development, yet most educators teach AIG students on a daily basis.

Goals: Cherokee County Schools will establish basic staff development requirements in AIG education for all educators of AIG students including but not limited to gifted characteristics, identification and placement procedures, and service delivery options and differentiated instruction. As these requirements are established, the goal is to ensure that all certified staff in Cherokee County Schools receives this basic staff development in AIG education.

Description: Initially, all certified staff in Cherokee County Schools will participate in an overview of gifted education which includes recognizing potentially gifted students, screening, referral, and placement of gifted students, as well as an introduction to instructional differentiation. During the 2011-2013 school years, all certified personnel will need an additional staff development option for one of the following: differentiation, Responsiveness to Instruction training for use with AIG students, curriculum compacting, or some other topic relevant to AIG. All staff development can be provided by

AIG specialists or other Cherokee County Schools personnel where specialties exist. Digital book chats hosted by the AIG staff, a licensed AIG supervisor, or other qualified personnel could be used to meet these staff development needs.

Planned Sources of Evidence:

- *Professional staff development guidelines for various personnel
- *Professional staff development opportunities available to various audiences
- *Professional staff development logs and certificates

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: AIG students will learn best from educators who have received professional training in areas of differentiation and service delivery options to better enable them to meet the needs of high performing students.

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

Description: Every effort will be made to place AIG students in regular education classrooms with AIG certified teachers. Regular education teachers will be encouraged to obtain AIG add-on licensure and/or receive staff development in AIG topics.

Planned Sources of Evidence:

- *Documentation of students places with AIG licensed educators
- *Lists of AIG certified personnel

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 and surveys completed by CCS certified stakeholders indicates the need for professional staff development to meet the needs of gifted learners.

Goals: To provide professional staff development in alignment with Cherokee County Schools district improvement plan and AIG program.

Description: Professional staff development will be offered to all certified personnel throughout the

year to better enable staff to meet the needs of gifted learners. This staff development will be offered through the AIG specialists of Cherokee County Schools or other qualified personnel. All certified staff will be asked to attend two professional staff development sessions over the course of the next three years in alignment with Cherokee County School's district improvement plan and AIG program.

Planned Sources of Evidence:

- *Schedule of staff development opportunities
- *District Improvement Plan
- *AIG program
- *Professional staff development logs and certificates

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Presently, CCS educators are offered a grant for Learn NC online classes for staff development. Scholarship opportunities and tuition reimbursement are available to encourage regular educators to pursue AIG add-on license. Of late, there has been an emphasis on providing professional development for 21st Century Skills within the LEA.

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

Description: Our LEA provides professional development and teaching opportunities aligned with state and/or national teaching standards.

Planned Sources of Evidence:

- *Grant documentation
- *Online class rosters documented add-on licensures
- *Staff development attendance

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 Maintained Practice for 2013-2016.

Rationale: Presently, regular classroom educators and AIG Specialists collaborate on how to best implement and apply their professional development learning.

8/7/2013

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

Description: Through grade level meetings, team meetings, and Professional Learning Communities, AIG Specialists and regular education teachers are provided time to discuss and refine techniques learned in professional staff development. Every effort will be made to provide more time for this valuable resource.

Planned Sources of Evidence:

*Sign in sheets, Agenda, and Notes from PLC

*Team meetings and grade level meetings

Other Comments:

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: AIG programs and services are in place in every school to meet the academic, intellectual, social and emotional needs of gifted learners.

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

Description: Across CCS, a wide array of service delivery options is presented to meet the needs of gifted learners. At the elementary level, needs are met primarily through a pull-aside time for enrichment and enhancement of the Common Core Curriculum. Ability grouping, subject grouping and cluster grouping also takes place to support the gifted learner's social and emotional needs.

At the middle school level, the majority of AIG services are provided through inclusion within the regular education classroom. Educators are providing differentiation through leveled assignments, ability grouping with in the regular education class, and use of on-line resources to provide the necessary academic rigor for students who have demonstrated need. Algebra I is being offered for high school credit county wide to eighth graders who are identified as AIG in math or have demonstrated a potential for success in the Algebra I curriculum. In some schools across the county, Spanish I is being offered for high school credit. It is the intention of CCS to broaden the number of classes that are whole class ability group to better ensure a more consistent differentiation of the curriculum and better meet the social and emotional needs of the gifted learners.

At the high school level, AIG learners' needs are met through the wide range of Advanced Placement and Honors courses offered on site and through distance learning opportunities.

Planned Sources of Evidence: *Documentation of cluster grouping, ability grouping, or subject grouping at grade levels K-8

*Class rosters in Algebra I and Spanish I

*Class rosters in Advanced Placement and Honors courses

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: AIG programs and services are matched to the strengths of the AIG learner with attention given to the strengths and special talents of the AIG Specialists assigned to each school within the LEA.

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

Description: Presently, AIG learners who are gifted in math receive the majority of their differentiation in math content, problem solving and critical thinking skills. AIG learners who are gifted in reading receive the majority of their differentiation in areas of reading and verbal skills, problem solving and critical thinking skills. AIG learners who are gifted in both areas of identification receive services in both areas.

Planned Sources of Evidence:

- *Math Counts
- *Continental Math
- *Battle of the Books
- *Word Masters
- *Junior Great Books
- *Odyssey of the Mind
- *Civic Oration

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: AIG enrichment and pull aside time does correlate to the Common Core Curriculum. Enrichment is offered in a wide array of areas such as critical and creative thinking skills and problem solving skills, and in most cases, tie back to the core curriculum.

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

Description: At the elementary level, pull aside enrichment is used to support the curriculum first and enhance critical and creative thinking skills and problem solving skills second. It is intentional and correlated to the classroom teacher's units of instruction where possible.

At the middle and high school levels, thorough inclusion, Algebra I in eighth grade, Spanish I in eighth grade, and Advanced Placement and Honors courses, programs and services are integral and are the total instructional program of the LEA.

Planned Sources of Evidence: *Documentation of cluster grouping, ability grouping, or subject grouping at grade levels K-8

*Class rosters in Algebra I and Spanish I

*Class rosters in Advanced Placement and Honors courses

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 Focused Practice for 2013-2016.

Rationale: The self-assessment and surveys completed by stakeholders in CCS identified the need for improved communication to inform 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.

Goals: All stakeholders will be informed of the array of service delivery options and encouraged to assist in the provision of these options.

Description: All certified staff will be required to participate in professional staff development that educates them about the services available to gifted learners and their role in these options. AIG specialists will present information on an ongoing basis through grade level meetings, team meetings, and faculty meetings concerning the delivery of services to AIG learners, enrichment opportunities, regulations for AIG education and the local program and plan.

Planned Sources of Evidence:

*Agendas and minutes from grade level meeting, team meetings, and faculty meetings

*Professional staff development logs and certificates

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: Transfer meetings occur between AIG specialists, parents and regular classroom educators at grade cluster transitions.

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

Description: Educators receiving AIG students are made aware of programs and services provided to the students and identified needs for the AIG population at these key transition points. Because several feeder schools may feed into a larger middle or high school, ongoing communication is the key to success in the continuation of programs and services.

Ideally, there would be individual meetings for each student with all stake holders present at each transition point; however, grade level meeting for parents and comprehensive meetings between AIG Specialists and regular educators are effective as well.

Planned Sources of Evidence:

- *Documentation of parent conferences
- *Sign in sheets from grade level meetings
- *Documentation of AIG Specialist and regular educator conferences

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 Focused Practice for 2013-2016.

Rationale: At present, there is minimal collaboration among regular education teachers, counselors, BEP educators, administrators and AIG specialists to provide differentiated programming and services.

Goals: Ensure collaboration and involvement among all educators to inform and provide differentiated programming and services.

Description: AIG specialists will establish a calendar of meetings with regular classroom educators, counselors, BEP educators, and administrators to discuss units of instruction, differentiation within these units, enrichment opportunities, and the academic, intellectual, social, and emotional needs of gifted learners. These meetings will be held four times annually but may occur more frequently as the need arises. During these meetings, regular classroom educators may request assistance in determining appropriate differentiation for specific students with regard to specific areas of the curriculum. A working partnership between the AIG specialists and the regular classroom teachers must be formed to ensure the gifted learner is being provided services on a continual basis throughout the school day.

Planned Sources of Evidence:

- *Calendar of collaboration meetings
- *Agendas and sign in logs from collaboration meetings

- *Sample units and lesson plans
- *Student work samples

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: All stakeholders in CCS work to meet the social and emotional needs of AIG students.

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

Description: School counselors, regular education teachers and AIG Specialists work together to ensure proper placement and service delivery options to meet the needs of gifted learners. Through pull aside, inclusion, and Advanced Placement and Honors courses, AIG students are afforded time to be with their academic peers for the purposes of support, natural competition, and socialization.

Planned Sources of Evidence:

- *Documentation of pull aside schedule and participants
- *Documentation of cluster, subject, and ability grouping in elementary and middle grades
- *Class rosters from Advanced Placement and Honors courses

Other Comments: Care teams are already established and collaborate on ways to best meet the social and emotional needs of students. These teams could be better utilized to benefit the needs of gifted learners. A policy for meetings to discuss the AIG population needs to be developed and followed to ensure all stakeholders are on board with programming and that needs are being met for all learners K-12.

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Needs Determination Team has been effective in determining the best services for AIG students. Accelerated instruction has been utilized as a service delivery option when needed on an individual basis.

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

Description: Service Delivery Options in the AIG Plan include accelerative options. At present, this is handled on an individual basis as the need arises. Cherokee County Schools does not have a prescriptive outline for dealing with the need for accelerative learning; however, there are options included in the Differentiated Education Plan for each grade cluster. Some options for differentiation include but are not limited to subject acceleration, grade acceleration, subject skipping, Virtual High School, dual enrollment, and early graduation.

When a demonstrated need arises, a committee of parents, regular education teachers, AIG specialists, counselors, and administration will be formed for the purpose of reviewing the documentation and determining what service delivery options are in the best academic, intellectual, social and emotional interests of the student.

Cherokee County Schools considers it of paramount importance to correctly match the service delivery options to the demonstrated needs of the student. We are committed to implementing the best matches possible and realize that to reach that success, some adjustments may be necessary to realize this potential.

Planned Sources of Evidence:

*Service Delivery Options and Implementation

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: CCS has addressed our economically-disadvantaged area. Our culturally/ethnically diverse/ELL have tutors who speaks their language. In the past, even gifted ELL gifted students have been identified and served. Because CCS has so few of these under represented populations enrolled, we have very small percentages identified; however, we have identified and provide intentional services for these students.

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

Description: Our LEA serves an economically disadvantaged area, therefore this group is not under-represented. We have a small percentage of culturally/ethnically diverse/English Language Learners/highly gifted/twice exceptional students. All these exceptionalities are addressed in our screening process. Our diverse populations receive access to all the possible service delivery options that our more traditional populations receive and special attention is paid to matching the student's unique and developing strengths with the correct services to meet these special needs.

Planned Sources of Evidence:

*Statistics of the current gifted population

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: Extracurricular programs offer a variety of activities that enhance and develop the needs and interests of gifted learners.

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

Description: We offer Battle of the Books competitions, Odyssey of the Mind, Super Saturday, Governor's School, Duke Talent Identification, Beta Club, On-line courses, Moodle enrichment courses, Invention Convention, Quiz Bowl, TCCC Earth Day, Science Fairs, Envirothon Team, and Modern Woodmen Civic Oratorical speech competitions.

Planned Sources of Evidence:

*Participation and results of competitions and programs

Other Comments:

Standard 5: Partnerships

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: CCS develops partnerships with parents/families and the community at large to provide service delivery options that are intentional and purposeful to support the academic, intellectual, social and emotional needs of AIG students.

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

Description: CCS has open lines of communication between the school system, parents/families, and the community at large and invites stakeholders to share ideas for the development of intentional and meaningful service delivery options to meet the academic, intellectual, social and emotional needs of AIG students.

CCS does partner with Tri-County Community College to offer dual enrollment and on-line learning opportunities to students who have demonstrated a high potential for success in these learning situations.

We are actively seeking ways to improve communication, establish effective partnerships, and use these improvements to meet the academic, intellectual, social, and emotional needs of our AIG students K-12.

Planned Sources of Evidence:

- *Documentation of meetings, phone calls, and emails between stakeholders
- *Documentation of TCCC dual enrollment
- *Documentation of TCCC on line enrollment

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: The self-assessment indicates the need for information to be shared among stakeholders regarding the local AIG program, plan, and policies related to gifted education. Communication has

been identified consistently as an area for growth between the AIG specialists and other stakeholders.

Goals: Ensure all stakeholders receive relevant information regarding the AIG program, plan and policies.

Description: An AIG website will be created and linked to the Cherokee County Schools homepage for the purpose of sharing all relevant information and links with all stakeholders and updated in a timely manner. The complete AIG plan will be posted to the AIG website. Rights in Gifted Education document will be created and disseminated at placement conferences and posted to the AIG website. A general information brochure will be created and distributed throughout the community.

Planned Sources of Evidence:

- *Website with links for students, parents, teachers, administrators, and stakeholders
- *Website with resources to provide regular education teachers with differentiated instructional strategies for AIG students in grades K - 12
- *Parent's/families' rights document
- *AIG brochure
- *AIG plan
- *Professional staff development logs and certificates
- *Sign-in sheets from parents'/families meetings
- *Agendas and meetings from grade level meetings, faculty meetings, and collaboration meetings

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: CCS involves a diverse representation of stakeholders in the development, implementation, and monitoring of the local AIG program and plan.

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

Description: Cherokee County is well over 90% Caucasian. Only 2% of the AIG population of CCS is identified as minority students. With these demographics in mind, members of the community and parents/families that represent the diversity of Cherokee County are involved in each facet of the AIG program.

Parents, teachers, and administrative and district level staff have been involved as a committee to develop AIG programs. They participated in the self-assessment and surveys to determine needs and strengths of CCS's existing AIG program and plan.

Planned Sources of Evidence:

- *Sign-in sheets from the parents/family meetings
- *Agenda and meeting notes from AIG program development meetings

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: Cherokee County Schools recognizes the need to share information about opportunities for gifted learners with parents/families on a continual basis and in their native language. CCS has a small population of students and families for whom English is not the primary language spoken in the home.

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

Description: Communication with the home concerning AIG opportunities will be made available through newsletters, handouts, emails, parent meetings, and utilization of WKRK (local radio station for Cherokee County) where appropriate, to keep stakeholders informed.

The vast majority of CCS families do read and speak English. As a result, virtually all of our information and communications are in the native language. CCS does contract translation services from English to Spanish. If a need arises to have AIG paperwork or communications in a language other than English or Spanish, CCS would handle that situation on an individual basis.

Planned Sources of Evidence:

- *CCS Website
- *Using the CCS ConnectEd to send parents notifications and messages regarding AIG
- *Professional Development and/or linked resources on AIG website to help teachers learn methods of how to identify ELL learners that are AIG

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Self-assessment and surveys completed by stake holders in CCS indicate the need for

meaningful parent/family and community involvement to support gifted education.

Goals: Educating AIG learners can and should involve many facets of the school and community, Cherokee County Schools will intentionally involve all stakeholders in support of gifted education.

Description: AIG learners would benefit from mentorships and apprenticeships with community leaders and/or in local businesses. Parents, families and community members will be utilized as volunteers in the AIG program, to provide mentorships and apprenticeships, to assist in planning and supporting field trips to businesses, sites and landmarks within the local community and/or long range, overnight fieldtrips with educational value.

Internships have been established with Moog Incorporated, Snap-On Tools, and Cherokee County Schools to provide valuable learning opportunities for AIG students.

Planned Sources of Evidence:

- *Super Saturday
- *Field trip information sheets and permission slips
- *Volunteer logs
- *List of potential mentors
- *List of guest speakers and topics to be discussed
- *Itineraries of overnight field studies
- *Documentation of internships awarded
- *College Campus Visits
- *NC Governor's School
- *Math and Science Summer Camps (Western Carolina University, Mars Hill College, etc.)

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: The Academically/Intellectually Gifted Education Plan is comprehensive with all the pathways for screening, referral, and assessments. All forms required for the successful implementation of the AIG program are contained therein along with our philosophy and rationale for the program.

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

Description: Our AIG plan is in accordance with state legislation and has been approved by the Board of Education. It is sent to the Department of Public Instruction for review and comment.

Planned Sources of Evidence:

*AIG Plan

*EOC Growth Charts for AIG students

*Student progress reports sent home every 9 weeks on students learning profile with recommendations, suggestions, and/or recognitions on student progress

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: In order to inform all stakeholders of the AIG program, plan and policies, a cohesive set of documents has been written in accordance with state legislation and policy which has been approved by the LEA's school board and submitted to SBE/DPI for review and comment.

Goals: Cherokee County Schools will ensure fidelity of implementation for all AIG program components.

Description: Cherokee County Schools has put in place a program, plan and set of policies governing AIG education for the next three year cycle. There are numerous goals to be met and tasks to be completed within this three year cycle. The AIG committee and subcommittee will continue to meet in order to complete the tasks this plan spells out to demonstrate growth in the AIG programming, plan and policies. The administration of Cherokee County Schools will work to ensure the policies set forth are adhered to by all staff members and will put in place a means of program evaluation through a self-assessment, documentation of differentiation, and professional staff development logs.

Planned Sources of Evidence:

- *The 2013-2016 Cherokee County Schools AIG Program, Plan and Policy
- *Cherokee County Schools School Board approval
- *SBE/DPI comments and review

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: This funding is necessary in order to continue supplying an adequate number of AIG Specialist to CCS.

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

Description: State funds allotted for the local AIG program are used for salaries of AIG specialists.

Planned Sources of Evidence: Salaries paid to AIG Teachers

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: Data provided can inform instruction and program direction to optimally benefit AIG learners.

Goals: Share student performance data and information between and among all stakeholders to optimize instruction and curriculum to maximally benefit AIG learners.

Description: All Cherokee County Schools personnel will maintain, analyze, evaluate and

disseminate student performance data and information concerning AIG learners. This information will be used to inform instruction, spot weaknesses in the AIG programming, and create a list of potential interventions for use with AIG learners.

Planned Sources of Evidence:

- *EOG and EOC results
- *DEPs
- *Drop out data including AIG student data
- *Documentation of interviews with school personnel
- *List of interventions and documentation of implementation

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: CCS 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.

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

Description: The Exceptional Program Director monitors the representation and retention of under-represented populations in the AIG program. End of year reports and April child counts are compiled annually.

Planned Sources of Evidence: End of Year Reports and Child count records

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 staff development director for CCS ensures that AIG personnel credentials are up to date.

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

Description: A copy of all AIG personnel credentials is maintained in the Central Office records and monitored by the Staff Development Director.

Planned Sources of Evidence:

*Staff Development CEU Records

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: CCS utilizes an advisory group consisting of AIG Specialists, Director of Exceptional Children, Director of Curriculum/ Student Services, Elementary Coordinator, Superintendent, Principals, and parents that represents the diversity within the AIG population to meet regularly and review all aspects of the AIG program.

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

Description: The AIG Advisory committee plans to meet at regular intervals to discuss and plan for the successful implementation of the AIG program. Input from all stakeholders is carefully considered when decisions are made concerning any aspect of the AIG plan or program.

Planned Sources of Evidence:

*Signiin sheets from AIG Advisory committee meetings

*Develop a quarterly newsletter (posted on AIG website, copy will go home with all AIG students)

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: The AIG program provides opportunities for stakeholder feedback on a regular basis.

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

Description: Feedback from students, parents/families, teachers, and other stakeholders regarding the quality and effectiveness of the local AIG program is solicited every three years. Feedback from our AIG Cluster pilot program is requested annually. Parents have the opportunity to respond to Annual Reviews conducted on each child, or when their child enters a new grade category.

Feedback can and should be solicited more often to better inform programming and service delivery options for AIG learners. Student input will be solicited annually to gather information about the effectiveness of programming.

Planned Sources of Evidence:

- *Parent and Student Survey
- *Conference attendance documentation
- *Analysis of surveys
- *Cherokee County School team recommendations for AIG plan
- *Creating a AIG website with links for students, parents, teachers, and administrators
- *Quarterly AIG newsletters to promote strong partnerships and communication between and among home, school, and community
- *Monthly meetings for AIG teachers

Other Comments:

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale: CCS recognizes the need to use input from a variety of sources to fully evaluate the effectiveness of the AIG program.

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

Description: The AIG program and plan was reviewed and revised using multiple sources of data including surveys of all stakeholders, distributed and online parent forms, individual interviews with principal and superintendent. Also, input from AIG general committee and sub-committee members.

It would be beneficial to conduct focus group interviews for the purpose of revising services and program improvement.

Planned Sources of Evidence:

- *Self-Assessment tool required by SDPI

Other Comments:

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: CCS sees the need to develop avenues for dissemination of data from the evaluation of the AIG program to the public.

Goals: Provide evaluation data to the public on the development, implementation, and evaluation of the AIG program.

Description: CCS will create an AIG webpage that is linked to the CCS Homepage for the purpose of maintaining open communication and providing feedback on all aspects of AIG to all interested parties.

Planned Sources of Evidence:

- *Analysis of surveys
- *Cherokee County School advisory team recommendations for AIG plan
- *Creating a AIG website with links for students, parents, teachers, and administrators
- *Quarterly AIG newsletters to promote strong partnerships and communication between and among home, school, and community
- *Monthly meetings for AIG teachers

Other Comments:

Practice K

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Though we are maintaining this standard at present, it has been suggested that we have a parents' rights handbook similar to that of the exceptional children's program. The policies and procedures are in place, but a cohesive document that could be easily distributed to all stakeholders would be beneficial.

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

Description: Our LEA protects the rights of all AIG students through policies, procedures, and practices.

PROCEDURE TO RESOLVE DISAGREEMENTS: In the case that parent/guardian do not agree with Cherokee County Schools' decisions that a student not be identified as academically/intellectually-gifted or if the AIG service(s) offered are not considered by the parent/guardian to be appropriate, the following procedure will be utilized to resolve disagreements: 1. School Level Committee Conference
The parent/guardian may request a conference with the school-based committee to discuss

concerns. The school-based committee will review records and gather any additional information as needed. A conference will be granted within 10 school days of the request. Principal Conference If the disagreement is not resolved through the committee conference, the parent may make a written request for a conference with the principal. The principal will review the recommendation given by the committee and responds in writing to parents within 10 school days. 2. Central Office Level Special Programs Director The parent/guardian may appeal the principal's decision in writing to the Special Programs Director within 5 days of receiving response. The Special Programs Director will review the decision and respond in writing within 10 days of receiving the appeal. Superintendent/Assistant Superintendent The parent/guardian may appeal the Special Programs Director's decision in writing to the Superintendent/Assistant Superintendent within 10 days of receiving response. The Superintendent/Assistant Superintendent will review the decision and respond in writing within 10 days of receiving the appeal. If the disagreement is not resolved after appeals at both levels, the parent/guardian may appeal to the Board of Education.

RE-EVALUATION/EXIT CRITERIA Cherokee County Schools seeks to appropriately identify and place eligible students in the AIG program. However, the program may not be appropriate for all who qualify for it. No system of placement is perfect. In some cases it may be necessary to change a student's placement to find a better match between the student's needs and the academic program. Continued placement in this program may be reviewed and students may be exited from the program as the NDT deems necessary. A parent may decide that their child will be exited from the AIG program by requesting a conference with the NDT. At this time, the child is deleted from the AIG headcount. If, at a later date, the parent requests that the student be reinstated, the screening, referral, eligibility, placement, and services options match must begin anew.

TRANSFER STUDENTS: Any student who transfers into Cherokee County School who has participated in a program for academically or intellectually gifted students will be review by the NDT to determine local eligibility. Placement of students is based on the individual student's need for differentiated education and follows general placement procedures. Every effort shall be made to obtain appropriate records from the previous school to complete a study of eligibility requirements. The evaluation, eligibility, placement, and service delivery match will take place within ninety days of receiving records.

Planned Sources of Evidence:

- *Due process forms
- *Parental permission forms for testing and placement
- *Performance reviews
- *Referral committee forms

Other Comments:

Glossary (optional):

GLOSSARY

AIG Academically and Intellectually Gifted

AIG Plan Cherokee County's local AIG Plan as approved by the local Board of Education and submitted to NC Dept. of Public Instruction.

AIG Program Handbook

Contains all processes, procedures and forms for screening, referral and placement into the AIG program along with descriptions of program services.

DEP Differentiated Educator Plan

IDEA Individualized Differentiated Educator Plan

LEA Local Education Administration

NDT Needs Determination Team

SBE State Board of Education

SIP School Improvement Plan

TIP Talent Identification Program (Duke University)

Appendix (optional):

AIG Program Handbook DPI.doc (*Appendix*)

2013_06_17_09_13_29.pdf (*Local Board Approval Document*)

System Commitment to.doc (*Local Board Approval Document*)