

Clinton City Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2013-2016

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LEA Superintendent's Name: Mr. Stuart Blount

LEA AIG Contact Name: Lenora Locklear

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Clinton City 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, Clinton City Schools local AIG plan is as follows:

Clinton City Schools Vision for local AIG program: Clinton City Schools is committed to the academic and intellectual success of all gifted and potentially gifted students for productive citizenship and life-long learning as we teach students the skills, attitudes and behaviors that allow them to be successful. Our classroom climates must be conducive to and supportive of the characteristics of advanced learning as our schools strive for academic excellence for all students.

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

| State Funding | Local Funding | Grant Funding | Other Funding |
|----------------------|----------------------|----------------------|----------------------|
| \$146720.00 | \$0.00 | \$0.00 | \$221606.00 |

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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:

We believe we can more effectively articulate and disseminate our identification process to school personnel, parents and the community. While teachers receive training at the beginning of the year, this information needs to be shared consistently throughout the year. The information in our AIG plan, brochure and parent letters can be written more clearly and concisely so that stakeholders can better understand the steps in the identification process. Feedback from parents indicates that this is an area that needs to be strengthened.

Goals:

- Clarify the identification process in our 2013-16 AIG Plan, brochure and parent letters.
- Present information annually to parents, students and the community during the beginning of the year school events, orientation meetings, PTSO meetings and Hispanic parent meetings.
- Publish our identification process on our school system's AIG website and each individual school website.
- Meet with Professional Learning Communities (PLCs) grade levels every quarter to review AIG information.
- Meet with our AIG Advisory Committee quarterly.
- Provide annual reviews at the end of each school year.

Description:

AIG specialists will educate school staff on characteristics of giftedness and ensure consistent referral and identification procedures. Information on the website will be updated regularly to provide information to all interested stakeholders. Procedures for screening, referral, and identification will be posted on the AIG website. Our AIG brochure will be revised describing our new AIG identification process.

Planned Sources of Evidence:

1. AIG Website
2. AIG Brochure (AIG-14)
3. AIG Plan
4. Agendas/minutes from faculty meetings and AIG committee meetings
5. Survey data
6. Beginning of Year/End of Year Information Nights
7. Student led Information Nights

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale:

Article 9B (N.C.G.S., 115C-150.5) provides a state definition of AIG students. Clinton City Schools believes that achievement, aptitude, performance, motivation and interests are key factors in identifying giftedness. Our current identification procedures allow us to identify gifted students but we realize that we should more effectively employ the use of multiple criteria that reveals aptitude, achievement and potential.

Goals:

- Use appropriate identification strategies uniformly across the system
- Use a variety of assessment tools
- Appropriately identify students from all ethnic, cultural, and economic backgrounds

Description:

Students in grades K-2 will receive enrichment opportunities through flexible grouping. The AIG Specialist will collaborate with the regular classroom teacher on differentiation strategies for enriching the abilities of students. The AIG Specialist and the classroom teacher will provide extensions of the North Carolina Standard Course of Study (Common Core and Essential Standards) to enhance student academic growth.

The accurate identification of students for the AIG program in Clinton City Schools relies on the use of traditional and non-traditional measures. Traditional measures include norm referenced assessments in aptitude and achievement in language arts and mathematics. Non-traditional measures include: academic grades in language arts and mathematics, North Carolina End-of-Grade student percentiles in reading and mathematics and components included in the Teacher Assessment form (AIG-2)

Step 1 - Nomination

Nominations will not be made for students in grades K-2.

Students in grades three through eight may be nominated by parent, teachers or other school personnel at the end of the first, second or third grading period by completing the Nomination/Referral form (AIG-1).

Step 2 - Screening

Grade 2 - The Naglieri Nonverbal Ability Test (NNAT), a measure of aptitude, is administered to all second graders during the second semester. Students who attain a composite score at or above the 92nd percentile will be eligible to take the Iowa Test of Basic Skills (ITBS), a measure of

achievement.

Grades 3-8 - A Teacher Assessment form (AIG-2) is completed by the teacher with documented evidence of need for differentiated curricula and instruction that is consistently above current grade level.

Grades 3-8 - Students, not previously identified AIG, who attain a score at or above the 92nd percentile on the North Carolina End-of-Grade test in Reading and/or End-of-Grade test in Mathematics will be eligible for nomination (Step 1-Nomination).

Step 3 - Identification and Service Options

The AIG program in Clinton City Schools identifies and provides differentiated levels of service for students in grades 3-12.

Students in grade 2 who attain a composite score at or above the 92nd percentile on the Naglieri Nonverbal Ability Test (NNAT) and attain a composite reading and/or composite mathematics score at or above the 92nd percentile on the Iowa Test of Basic Skills (ITBS) will receive services in the AIG Content Replacement in grade 3.

Teachers of current 3rd grade students who have been nominated (Step 1-Nomination) will complete a Teacher Assessment form (AIG-2). If the student attains a score of 56 or higher on the Teacher Assessment, the student will be administered the Iowa Test of Basic Skills (ITBS). If the student attains a composite reading and/or composite mathematics score at or above the 92nd percentile, then the student will qualify for Content Replacement in the qualified content area of reading and/or content area of mathematics.

Students in grades 4-8 who meet three out of four criteria will receive differentiated instruction through the Content Replacement program by an AIG Specialist in the qualified content area of reading and/or content area of mathematics.

Identification Criteria

- 1) Exemplary with a score of 56 or higher on the Teacher Assessment form (AIG-2) with clear demonstration of need for differentiated services consistently above current grade level
- 2) Aptitude (NNAT): Composite score at or above 92nd percentile
- 3) Achievement (ITBS): Composite reading and/or mathematics score at or above 92nd percentile
- 4) Final grade 'A' in language arts and/or final grade 'A' in mathematics

Resource Program

Students in grades 4-8 may be identified as academically intellectually gifted if at least three of the four criteria are met. Students receive differentiated instruction by an AIG Specialist which is not content specific.

- 1) Aptitude (NNAT): composite score at or above 85th percentile
- 2) Achievement (ITBS or EOG): composite score at or above 85th percentile
- 3) Overall 'A' average of all subject areas
- 4) Above Standard with a score of 42 or higher on the Teacher Assessment form (AIG-2) with clear demonstration of need for differentiated services consistently above current grade level

Planned Sources of Evidence:

1. Minutes from Gifted Identification Team (GIT) meetings

2. Accurate and up-to-date information in student identification folders
3. Multiple screening and identification tools
4. Screening and Identification forms(AIG-1,2,5,6,7)
5. AIG Program Brochure (AIG-14)

Other Comments:

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 Focused Practice for 2013-2016.

Rationale:

The under-represented population of AIG students in Clinton City Schools is a major focus. A more comprehensive system of identifying these students will allow services tailored to the individual needs of each student and will allow our AIG Program to reflect the demographics of our school system. We will strive to seek ways to identify and implement programming and specific initiatives to cultivate our students and to improve the representation, participation and performance of under-represented populations.

Goals:

- Increase awareness to all stakeholders concerning the characteristics of under-represented populations.
- Determine target subgroups of under-represented populations and strive to increase the identification of students within these subgroups.
- Implement programs to cultivate our K-2 students.
- Attend and provide staff development on identifying giftedness in under-represented populations.
- Allow English as a Second Language/Exceptional Children teachers to recommend students using informal indicators.

Description:

Using our demographics, Clinton City Schools will compare our under-represented population to our overall student population. By increasing awareness to teachers of other subgroups, more students may be identified for placement through measures including both formal and informal assessments. Data collection will be ongoing for progress monitoring and for identifying best practices and most effective measurement tools. Future activities for educating stakeholders and providing inservice activities for teachers will be planned as evidenced by our data.

Planned Sources of Evidence:

1. Demographic data
2. Staff development ensuring awareness of under-represented students
3. Gifted Identification Team (GIT) meetings focusing on under-represented populations

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:

Clinton City Schools has established a collaborative environment among our K-8 AIG Specialists that ensures consistency in our identification process and procedures. We recognize the need to continue the consistency in our high school services. We have added a high school AP teacher to our district AIG Team. She meets with the team monthly and provides valuable input into our AIG Program.

Among all schools, AIG Specialists consult one another for information and affirmation when making decisions for identifying and serving gifted students. Monthly AIG meetings are held to share and discuss AIG concerns and information.

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

Description:

We will continue to consult with each other to strengthen our collaborative relationship as well as to ensure consistency in practices among the elementary, middle and high schools. Central Service Staff will review all recommended identifications to ensure appropriate, equitable application of approved procedures and established criteria.

Planned Sources of Evidence:

1. Student AIG Profiles
2. Agendas and minutes for AIG Meetings
3. AIG Testing Protocol
4. Minutes from individual school GIT meetings

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

Clinton City Schools has developed a procedure for resolving disagreements between parents and the school system when a child is not identified as an AIG student or concerning the appropriateness

of services offered to the AIG student. The procedures relate to the processes of student nomination, evaluation, identification and the availability of approved service options. We realize the need for these procedures to be written concisely and presented effectively to parents/guardians, students, and other interested parties. Our transfer policy needs to be clearly defined to include students who transfer from within NC public schools as well as those from outside of North Carolina.

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

Description:

The rights of AIG students will be clearly outlined and shared with all stakeholders through informational meetings and the Clinton City School AIG website. This communication will clearly articulate policies and procedures regarding AIG rights, informed consent, reassessment, and procedures for resolving disagreements. Parents have an opportunity for input about their child's specific needs and are informed of the recommendations made by the district AIG Team.

1. If a student was nominated, but did not qualify for academically and intellectually gifted differentiated services, the following documents may serve to inform the parent of this decision:

- Teacher Assessment Form (AIG-2)
- Request for Additional Information for Nomination (AIG-3)
- Summary of Student Eligibility and Options Record (AIG-5,6,7)
- Invitation to Conference / Prior Notice (AIG-9)
- Due Process Procedures with Parent Receipt Form (AIG-11)

2. If a student was nominated, and qualified for academically and intellectually gifted differentiated services, the following documents may serve to inform the parent of this decision:

- Teacher Assessment form (AIG-2)
- Request for Additional Information for Nomination (AIG-3)
- Summary of Student Eligibility and Options Record (AIG-5,6,7)
- Individual Differentiated Education Plan (AIG-8)
- Invitation to Conference / Prior Notice (AIG-9)
- Due Process Procedures with Parent Receipt Form (AIG-11)

Parents have the right to disagree with the recommendations made during the identification and service delivery processes provided through the AIG Program. The following steps to resolve problems should be followed in order as stated in the Due Process Procedures guide (see AIG-11 listed in the Appendix).

- Step 1-Appeal to the school Gifted Identification Team (GIT)
- Step 2-Appeal to the building level Principal
- Step 3-Appeal to the Director of AIG Services
- Step 4-Appeal to a panel of CCS Board of Education members
- Step 5-Petition an Administrative Law Judge

Transfer Student Procedures

1. Students who transfer from other districts or schools with no prior gifted (AIG) identification must be enrolled and actively attending a Clinton City School before the student may be nominated. The nomination procedure will then be followed.

2. Students who transfer from other districts where they are identified as gifted (AIG) must meet Clinton City Schools' AIG identification criteria.

3. Once all paperwork is obtained, the AIG team will complete the "Summary of Student Eligibility" forms (AIG-5,6,7) and any other necessary screenings to determine if differentiated services are appropriate.

Re-evaluation Procedures

1. No formal review of academically and/or intellectually gifted placement will occur annually unless the AIG student is experiencing difficulty in their recommended service.

a. A re-evaluation may occur if the AIG student earns two grades of 'C' or below in their content replacement or resource class within the school year.

b. All final recommendations regarding continued placement is finalized by the GIT team.

c. Parents will be notified of any procedures.

Exiting Procedures

1. A parent may request in writing a student exit from the AIG Program without a re-evaluation.

2. If an AIG student exits the AIG Program, parent notification from the AIG specialist or GIT team is required.

Planned Sources of Evidence:

1. Due Process Procedures (AIG-11)

2. AIG Website

3. AIG confidential student folders

4. Withdrawal Form (AIG-4)

5. Invitation to Conference/Prior Notice (AIG-9)

6. Annual Review form (AIG-10)

7. Consent for Evaluation/Service (AIG-12)

8. AIG Brochure (AIG-14)

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:

A confidential file is maintained for every AIG student in Clinton City Schools. A conference reviewing the student's Individual Differentiated Education Plan (IDEP) is held at the beginning of the year allowing parents to discuss the identification process. An annual conference occurs at the end of the school year to discuss the delivery options for the following year. We plan to schedule more conferences during the year to discuss student progress and gather additional parent input.

Goals:

Clinton City Schools will review documentation with parents/guardians annually across grade levels. Annual IDEP meetings with parents will be planned.

Description:

AIG specialists, parents and students will be part of the development and review of the Individual Differentiated Education Plan (IDEP). Meetings will be held annually, bi-annually, or more often as necessary to discuss the IDEP or other available service options. AIG documents will continue to be updated as needed. A list will be maintained of identified students and those in the screening process for each school year. This list will be provided for the next grade level to ensure appropriate planning for service delivery.

Planned Sources of Evidence:

1. AIG confidential student folders
2. Individual Differentiated Education Plans (AIG-8)
3. Documentation of parent meetings
4. AIG student rosters
5. Annual Review form (AIG-10)

Other Comments:

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

Clinton City Schools adapts the required North Carolina Standard Course of Study (Common Core and Essential Standards) based on the needs of advanced ability levels across the curriculum through various differentiated instructional strategies. Collaboration between the AIG specialists and the regular classroom teachers allows for extensions of learning from the NC SCOS. Clinton City Schools realizes the need for continued efforts to incorporate rigorous instructional strategies to challenge gifted learners in all content areas.

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

Description:

Gifted specialists plan and collaborate with grade levels, using pacing guides and units of study to provide differentiated instruction to identified AIG students as well as flexible groups based on students' needs and interests.

At the K-2 level:

*K-2 Enrichment for all students: collaboration with regular classroom teacher and AIG Specialist

At the 3-5 level, Clinton City Schools offers AIG students:

*Curriculum units integrating all content areas

*3-5 Content Replacement

*4-5 Resource pull-out classes

*Demonstration lessons from AIG Specialists

*K-5 STEM related activities through enrichment and afterschool programs

At the 6-8 level, Clinton City Schools offers AIG students:

*6-8 Content Replacement and Resource pull-out classes

*Compact classes for 6-8 math classes

*Algebra I for the 8th grade math program

*Accelerated and enriched study of the ELA NC SCOS at each grade level for 6th, 7th and 8th

*NC Virtual Public Schools (NCVPS) online courses

At the high school level, Clinton City Schools offers AIG students:

*Honors and AP classes

*NCVPS (online high school courses)

*Dual Enrollment

Planned Sources of Evidence:

1. Pacing Guides
2. Curriculum Units
3. Honors and AP classes
4. NC SCOS
5. Student Schedules
6. Enrichment and Resource classes
7. IDEPs
8. NCVPS courses
9. AP Teachers' course syllabi

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:

Clinton City Schools strives to meet the needs of AIG students at their developmental level which requires diverse instructional practices. Through enrichment, content replacement and resource classes, students receive a variety of experiences and potentials that influence what they know and how they learn. Students are more engaged and make better connections to learning as they are provided opportunities to experience their interests of learning.

Goals:

Clinton City Schools will focus on differentiated curriculum that:

- *utilizes collaborative structures
- *incorporates problem-based learning
- *uses deep understanding of concepts, generalization and essential questions
- *engages in investigation of interactive technologies
- *provides additional courses and enrichment activities

Description:

The needs of gifted students will be met through the utilization of tools such as compacting and tiered assignments. Critical thinking and problem solving skills will be taught as students work collaboratively in group discussion and in group projects. These practices will engage all students and enhance the learning environment with challenging and rigorous instruction. Students' interests will be evidenced through student generated work, group discussion and self-selected projects.

Planned Sources of Evidence:

1. Curriculum Units, lessons and activities
2. IDEPs

3. Rubrics for projects, writing and group activities
4. Activities and assessments using Revised Bloom's Taxonomy and Depth of Knowledge
5. Student generated work and projects
6. NCVPS courses

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale:

Clinton City Schools selects and uses a variety of research-based resources so that quality instruction can be delivered. We will continue to target this as a focused practice to encourage continued consistency in the exploration and use of research-based supplemental resources. We will continue to support classroom teachers in the exploration of these resources.

Goals:

AIG specialists will select research-based materials in order to provide a greater variety of appropriate supplemental resources. Ongoing opportunities for professional development will be provided by the school district for all AIG specialists and other instructional staff as needed.

Clinton City Schools will target these needs:

- *Professional development for AIG specialists and classroom teachers in the use of research-based resources through online, face-to-face and Professional Learning Communities (PLC) opportunities
- *Digital learning strategies
- *Planning within PLCs to provide consistency with the use of resources
- *Monthly AIG meetings for specialists to discuss and share ideas

Description:

The AIG program in Clinton City Schools seeks to enhance each AIG student's educational experience. Specialists will share best practices and resources with all instructional staff and will work to compile a list of resources which can be shared with all stakeholders. Professional development will focus on differentiation, problem based learning and digital learning.

Planned Sources of Evidence:

1. Inventory of research based materials and resources for AIG specialists and classroom teachers
2. List of instructional or supplemental resources
3. Certificates of participation in professional development opportunities
4. PLC meetings minutes
5. Lesson plans

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:

With the focus on 21st Century learning skills, Clinton City Schools has begun incorporating 21st century skills and content fostering real world learning, global awareness, critical thinking and problem solving skills. District data (surveys, test/assessment, walkthrough) shows the need for continuous development in providing rigorous and instructional technology strategies in the classrooms.

Goals:

- *AIG specialists will select research-based instructional strategies related to 21st century learning.
- *Ongoing opportunities for professional development will be provided by the school district for all AIG specialists and other instructional staff as needed.
- *CCS will continue to work within Professional Learning Communities (PLCs) to develop high level content in all content areas and develop common assessments aligned with the content.
- *AIG specialists and classroom teachers will incorporate digital learning through instructional practices.
- *AIG specialists and classroom teachers will be trained on research practices to use in all content areas.
- *Incorporate student competitions (Math Fair, Math Counts, Battle of the Books, Technology Student Association (TSA), Geography Bee, Arts)

Description:

Clinton City School will continue to focus on 21st century learning skills.

CCS will:

- provide enrichment classes for K-2 students
- provide STEM opportunities for K-12 students
- coordinate and collaborate with Instructional Technology Services to increase offerings in online learning and virtual training for teachers.
- work within the PLC structure at each school to assist teachers in examining data and creating learning opportunities for gifted students
- provide compacting in math in grades 6-8
- provide Advanced Placement (AP) certification for AP teachers
- adhere to College Board requirements for AP course syllabi

Planned Sources of Evidence:

1. Student projects through web-based learning
2. Lesson Plans indicating technology enhanced learning/digital learning
3. Community Resource Speakers
4. Rosters and certification for professional development (technology, research practices, differentiation, rigor)
5. Rubrics for projects and writing assignments
6. Student opportunities to include competitions, presentations and online courses

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

Assessment is the key to a differentiated classroom. Educators must know what students know about the curriculum concept in order to differentiate the instruction. Clinton City Schools uses a variety of assessment practices in the classroom to provide the most rigorous and challenging instruction to students. The district quarterly benchmark assessment data provide teachers with student and class feedback in reading, math and science. CCS will continue to promote PLCs to develop common assessments and to discuss the use of data driven information to plan differentiated curriculum and instruction.

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

Description:

Clinton City Schools uses a balanced approach to include formative, diagnostic and summative assessments to inform instructional decisions. AIG specialists use the data from common assessments, benchmark assessments and summative assessments to examine how to support gifted students and potentially gifted students. AIG specialists meet with classroom teachers during PLCs to discuss gifted education and to support teachers in performance analysis of gifted learners as well as designing effective instruction based upon this analysis.

Clinton City Schools use the following student assessments:

- *Individual student Kindergarten assessments
- *DIBELS/Teaching Reading Comprehension (TRC) (K-3)
- *K-2 Math Assessments
- *Writing Assessments (K-8)
- *ClassScape Quarterly Benchmarks (3-12)

Planned Sources of Evidence:

1. Benchmark Data
2. Formative assessments
3. Teacher-made assessments
4. Common assessments
5. Progress monitoring checks
6. K-2 Assessments (Dibels, TRC, Math)
5. EOG/EOC data
6. EVAAS

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:

Clinton City Schools is committed to providing social and emotional support to our gifted students. Our staff and other stakeholders are invested in our involvement in analyzing the needs of the gifted learners knowing that failure to understand and meet the social and emotional needs may result in lack of student growth and/or achievement. CCS recognizes that this support requires a collaborative approach among parents, counselors and teachers.

Goals:

*Gifted learners are provided with guidance and counseling to meet their unique needs with collaboration from student services and gifted education.

*Gifted learners are provided with career guidance service through our College Advisor and school counselors.

*Underachieving and at-risk learners are served rather than exited from the gifted programs.

Description:

Clinton City Schools will train regular education teachers and counselors in appropriate practices to encourage the appropriate affective development of gifted learners. This training will include information and resources on how to deal with special problems and issues pertaining to the gifted learner. Our Gifted Program will provide information to parents through Parent Nights, brochures, and websites.

The following subgroups will be monitored:

- Students from diverse populations
- Underachieving
- Twice exceptional

Consistent communication and monitoring will take place between regular classroom teachers,

guidance counselors and AIG specialists.

Planned Sources of Evidence:

1. Professional Development Agendas
2. Guidance Lessons and Activities
3. Parent Information Sessions
4. Brochures
5. Websites

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:

Young students (K-3) who evidence the propensity for giftedness require differentiation and enrichment to achieve their full potential. Our advisory committee, administrators, and classroom teachers have indicated an increased need to focus on the services provided to these students. Purposeful and intentional implementation of research-based strategies will help cultivate the potential of students in these grade levels. Clinton City Schools AIG program will meet the social, emotional, and academic needs of young learners who demonstrate the potential for giftedness. We will continue to offer a focused program of differentiated instruction and age-appropriate strategies to challenge our students in grades K-3 to help them realize optimal growth.

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

Description:

A variety of differentiated strategies will be integrated into the curriculum. Our program will implement instructional units that challenge students to apply the NCSCOS in problem-based, relevant situations. The K-2 Enrichment program will encourage clustering of students in classroom differentiated instruction. Specialists will collaborate with regular education teachers to determine the most effective means of differentiation for each student. AIG specialists will work with teachers and students in developing strategies used in reading, math, content areas, and problem-solving. Classroom teachers, in collaboration with AIG specialists, will provide enrichment activities that best meet the unique needs of potentially gifted students. Identified students in grade 3 will receive services in content replacement in reading and/or math.

Planned Sources of Evidence:

1. Instructional units
2. Evidence of collaboration between specialists and classroom teachers
3. Classroom and enrichment schedules

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:

Educators who collaborate are better able to realize and address the needs of gifted learners. Our AIG personnel and other professional staff collaborate to develop and implement differentiated curriculum and instruction to efficiently create effective learning experiences. We include Exceptional Children and English Language Learners personnel to better identify students and to better meet the needs of all students. We realize the need to collaborate with guidance counselors to better meet the social and emotional needs of gifted students.

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

Description:

AIG specialists will work to collaborate with all educational professionals within the school setting. They will assist classroom teachers with different strategies, unit preparation, and understanding the characteristics of gifted learners. System-wide meetings will also be held for the purpose of planning vertically and analyzing student data. AIG specialists will collaborate with EC and ELL teachers to learn more about identifying and meeting the needs of students in these subgroups. Meetings will be scheduled for AIG specialists to meet with guidance counselors and the college advisor to determine guidance for specific student needs. The AIG coordinator will coordinate times for AIG specialists to plan, share, and learn from each other and will provide professional development to address identified needs.

Planned Sources of Evidence:

1. Agendas and minutes of sessions provided by AIG specialists
2. Instructional units designed collaboratively with AIG and classroom teachers
3. Evidence of collaboration between specialists, classroom teachers and student services
4. Evidence of effective student programs

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:

The AIG Program for Clinton City Schools has developed and documented plans that articulate the differentiated curriculum and instructional services matching the identified needs of 3-12 AIG students. An Individual Differentiated Education Plan (IDEP) is developed and followed throughout the year. We will continue to have annual reviews to ensure effective programming, a continuum of services and school transitions. Transition plans between schools are a particular item of concern and must be maintained and reviewed thoroughly.

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

Description:

Once a student is identified, the IDEP is developed and reviewed by parents, AIG specialists, and administrators. To ensure appropriate service delivery options, the IDEP will be reviewed annually.

A high school career development plan consists of Honors and Advanced Placement courses and online course options. With guidance from a school counselor, students choose their options by self-selection. The high school plan begins at the end of the student's 8th grade year and is revisited at least annually for the subsequent high school years.

We will pay careful attention to monitor the transition of the IDEP between schools. The annual review form will ensure proper transition from one group/school to another.

Planned Sources of Evidence:

1. IDEP document for all identified students (Appendix AIG-8)
2. Annual Review Form (Appendix AIG-10)
3. Copies of the Invitation to Conference form (Appendix AIG-9)
4. Focus on 5-6 and 8-9 transition years
5. High School Career Development Plans
6. AP teachers' course syllabi

Other Comments:

Standard 3: Personnel and Professional Development

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale:

Clinton City Schools' AIG licensed educators understand the needs of gifted learners and ensure that the students' needs are met by programs and practices. Having our students and our program monitored by a professional at each school who understands and is trained in gifted curriculum is essential to meeting the needs of the gifted learners. The Clinton City Schools' AIG Program and Plan are coordinated and monitored by the AIG specialists (4 elementary and 3 middle school) and supervised by the K-12 Director of Curriculum and Instruction (also the AIG Program Director).

Goals:

- * Our AIG Specialists and Program Director will attend regional and state AIG meetings and conferences to stay abreast of current trends in the gifted field.
- * Decisions regarding gifted education programming, identification processes, curriculum and instructional resources and teaching/learning strategies will be made by our licensed AIG Specialists and supervised by our Director of Curriculum and Instruction (AIG Program Director).
- * The AIG Specialists and Program Director will work collaboratively with school staff, administrators, AIG Advisory members and community members to create a system-wide comprehensive AIG Program.

Description:

Clinton City Schools AIG Program Director collaborates with AIG licensed specialists to make decisions that increase student learning and provide accountability for quality and equity of opportunity for all students.

The Program Director:

- * guides and supervises the implementation of a comprehensive district-wide program and plan for K-2 Enrichment and 3-12 AIG students
- * guides and supervises the implementation of gifted program service options
- * ensures that appropriate differentiated services are provided for AIG students
- * ensures that adequate funding is used for gifted education services
- * monitors the implementation of the screening, identification, and placement process
- * ensures the integration of gifted programming into the general education program
- * stays informed of issues, trends, methods, and policies for gifted education
- * communicates with parents, community and the advisory committee regarding gifted education services
- * conducts monthly gifted education staff meetings

- * advocates for the continuous support of gifted education services
- * organizes and facilitates the evaluation of the district AIG Plan
- * monitors and supports AIG teachers with their planning, curriculum and day-to-day issues.
- * meets and plans with AIG Coordinators and State AIG consultants to stay abreast of Gifted Education.
- * communicates with parents, AIG teachers, and principals regarding disagreements concerning all phases of the program.

Planned Sources of Evidence:

1. Professional Development Logs
2. Documentation of AIG teacher's licensure in personnel files
3. AIG Budget
4. Agendas and minutes of AIG Specialists' meetings

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:

Our AIG Survey data shows our stakeholders feel that students are engaged in tasks that explicitly address the academic, intellectual, social, and emotional needs of the gifted. Although we are pleased with our data, we will continue to challenge ourselves and our students to engage in tasks that meet high expectations of parents, specialists, and students.

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

Description:

AIG specialists attend state and regional meetings to stay abreast of current trends in the gifted field. We will share learned information from workshops, district meetings, and conferences with colleagues. We will continue to address the academic, intellectual, social, and emotional needs of our students through parent advisory meetings, committee meetings, and surveys.

The roles of the AIG Specialists may include, but is not limited to:

1. providing appropriate differentiated curriculum and instruction for gifted learners
2. providing consultation services to all classroom (general education) teachers
3. administering professional development to school personnel
4. supporting general education teachers as they review, reflect and refine their use of differentiation
5. collaborating with classroom teachers on the referral process for the AIG Program
6. collaborating with support staff to address the needs of special populations (EC, ELL, guidance)
7. developing IDEPs designed to meet the academic, social and emotional needs of gifted students
8. facilitating meetings with parents and teachers to develop, monitor and review IDEPs
9. communicating with parents regarding services and opportunities for gifted students

10. contributing to the development of collaborative learning cultures to support student success
11. providing positive nurturing relationships with students
12. providing lesson plans and meeting agendas

Planned Sources of Evidence:

1. Evidence of planning and sharing by the AIG specialists
2. Data from surveys
3. Certificates of attendance to conferences
4. Professional Development Plans
5. AIG Specialists' schedules, lesson plans, calendars and meeting agendas
6. Parent meetings agendas

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:

In order to assure the quality of Clinton City Schools' educational personnel, the school system is committed to providing an ongoing and comprehensive plan for professional development. Efforts toward the development of AIG licensed professionals, general education teachers, counselors and school administrators through ongoing personal preparation in gifted education is encouraged and supported. It is our goal to establish specific and appropriate professional development requirements for all personnel involved in the delivery services of the AIG Program.

Goals:

We will develop and implement professional development for all personnel involved in the AIG Program including classroom teachers, counselors, and administrators in all schools.

We will more effectively address twice-exceptional student needs and social-emotional needs of gifted students.

Description: AIG Specialists will design professional development that explains the AIG Program and services. This will include the referral and identification process, how services are provided to students, and the role each group plays in the identification and cultivation of the students. Agendas and schedules will be discussed with school administrators. Additional professional development will be conducted according to the needs of the school and personnel.

We will research professional development for teachers of gifted learners and invite local and state AIG licensed staff to present to various personnel.

Planned Sources of Evidence:

1. Professional development design
2. Documentation of professional development participation

3. Staff/PLC discussions based on the AIG program and procedures
4. Evaluation results from professional development sessions
5. NC FALCON and NC Education modules
6. Agendas from local and state resource speakers

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:

Currently all gifted students are served by certified AIG specialists in our K-2 Enrichment classes, grades 3-8 Content Replacement and grades 4-8 Resource classes. Students in 9-12 are served in AP classes by AP certified teachers. We will continue to encourage classroom teachers to obtain AIG add-on licensure.

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

Description:

Our AIG Specialists plan with general education teachers who teach gifted students in all content areas. These teachers will receive professional development designed to meet the needs of gifted students as required by the district. In collaboration with school administrators, we will develop recommendations for assigning gifted students to classroom teachers who will meet the students' academic and intellectual needs in these content areas.

Planned Sources of Evidence:

1. District list of licensed AIG teachers
2. AIG student class assignments/class rosters
3. Documentation of AIG Specialists' meetings with classroom teachers
4. Professional development logs

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:

Professional development should benefit gifted specialists, administrators, teachers, and all educational professionals who work with gifted students. Screening, identifying, differentiating, and meeting social and emotional needs is the focus for professional development. Data from surveys continue to support the need for additional professional development in order to best meet the needs of the gifted.

Goals:

We will develop a needs assessment for each school regarding the learning needs of teachers and support staff.

We will design and provide professional development opportunities that are aligned with other district initiatives.

All professional development will address the needs of AIG learners through effective screening, identification, and programming.

Description:

Our professional development plan will align with the National Association for Gifted Children (NAGC) Standards and the North Carolina AIG Program Standards established by the Department of Public Instruction.

Clinton City Schools' AIG specialists will participate in professional development to utilize best practices for identifying appropriate tools for screening and identification of gifted students from various populations. Training will be provided for effectively using the various tools for screening and identifying gifted learners. Professional development focused on advanced studies for gifted students will also be explored. All AIG specialists in our system will collaborate effectively to provide inservice training, support and guidance for classroom teachers in grades K-12.

Professional development for AIG specialists, classroom teachers and support staff will continue to align and support the Clinton City Schools' goals and initiatives which include:

1. NC Education modules
2. Sheltered Instruction Observation Protocol (SIOP) Model
3. National Association for Gifted Children (NAGC)
4. Common Core Standards
5. North Carolina Essential Standards

Planned Sources of Evidence:

1. Professional Development Needs Assessments
2. Agendas and Professional Development logs
3. Resource lists
4. Professional Development Training Agendas
5. District Professional Development Plan

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 Focused Practice for 2013-2016.

Rationale:

High quality professional development opportunities should be aligned with state and national teaching standards that include 21st century skills. Continuous improvement is reflected in our School Improvement Plans with goals established to ensure 21st century learning for all students. Thought must be given to providing professional development that influences teacher effectiveness and student learning.

Goals:

Our district will provide expectations that require educators to utilize 21st century learning skills for all students as described in the teacher evaluation instrument. Our district Strategic Plan and School Improvement Plans will reflect professional development designed to enhance learning for all students. We will continue to provide professional development on Common Core and Essential Standards that involve 21st century learning with rigor, problem solving and higher level thinking skills.

Description:

Clinton City Schools provides professional development opportunities that are aligned with the district's vision and state and national standards.

Professional development sessions are offered in a variety of ways that include, but not limited to: face-to-face sessions from district, regional and state presenters; online presentations; webinars; and modules.

During PLCs, teachers are offered opportunities for sharing, discussion and reflection. PLCs offer time for teachers to plan using strategies and ideas that they have acquired during professional development sessions. Our AIG Specialists and Curriculum Coaches also meet with teachers during PLC planning.

Planned Sources of Evidence:

1. Staff Development Attendance Logs
2. Professional Development Plans
3. Documentation of alignment with use of NAGC professional development standards, NC teaching standards, NC AIG standards
4. Teacher Evaluation Model
5. CCS District Plans
6. School Improvement Plans

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:

Working and collaborating with other educators ensures that students' needs are being met. Providing protected time for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning will further strengthen the AIG program and learning for all students.

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

Description:

Workdays, PLCs, planning blocks, and early release days allow the opportunity to plan, refine and reflect on professional development learning.

Professional Learning Communities are formed to ensure content discussion and promote implementation. These learning communities provide time for AIG specialists to assist each other and classroom teachers with successful instructional strategies. They also provide opportunities to share student concerns, analyze student work and collaborate on curriculum planning and mapping.

Planned Sources of Evidence:

1. PLC meetings/collaborative planning sessions
2. Products and information provided from professional development activities
3. Professional Development Attendance Logs and Agendas
4. Examples of resources produced through collaboration

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 Focused Practice for 2013-2016.

Rationale:

Clinton City Schools delivers AIG programs and services which meet all needs of gifted learners across grade levels and settings. We have AIG Specialists at each K-8 school, which allows for the needs of the diverse populations of those schools to be met. Our self-assessment shows that we need to better address the intellectual, social and emotional needs of our gifted learners.

Goals:

Our focus is to better understand the intellectual, social and emotional needs of gifted learners. Understanding the needs of the gifted will have a direct impact on the programs and services provided. With a better understanding of the gifted learner, Clinton City Schools will focus on the total AIG student.

Description:

Clinton City Schools allocates AIG specialists at each K-8 school. A designated school counselor and our college advisor work with high school students to make sure they are taking the appropriate classes and to expose them to career and scholarship opportunities that meet their needs and interests.

AIG specialists collaborate with other school personnel, classroom teachers, resource teachers (physical education, art, music, technology, etc.) and counselors to offer a successful, comprehensive school experience.

Clinton City Schools' service delivery is outlined in three segments: K-2, 3-8 and 9-12.

K-2 services include Enrichment Grouping

3-8 services include Content Replacement Grouping

4-8 services include Resource Grouping

9-12 services include Honors and AP classes, NC Virtual Public Schools classes and Dual Enrollment

As we focus and plan to better meet the needs of intellectual, social and emotional development, we will begin to incorporate enrichment services that focus on the development of interests and special talents through special activities and projects, enrichment classes and independent studies.

Planned Sources of Evidence:

1. Student Eligibility and Service Options (Appendix 5-7)

2. IDEPs (AIG-8)
3. Student Identification Profile matched to service options
4. Counselor and College Advisor groups
5. AIG specialists school assignments and schedules

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:

Our AIG Program uses Individual Differentiated Education Plans (IDEPs) to align program and services with areas of identification, goals and resources. Our students are identified in math and/or reading with resource and content replacement option services.

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

Description:

AIG Identification procedures are consistent throughout the district. School-based Gifted Identification Teams (GIT), consisting of the AIG Specialist, regular education teachers and administration, meet at the beginning of the school year to review data and make decisions for AIG referrals. Throughout the year, formal and informal staff meetings are held to review the use of the multiple criteria for identification in order to maintain a current AIG student roster.

AIG students receive appropriate support and challenge in their areas of identification. Each identified AIG student in grades 3-8 has a clearly articulated Individual Differentiated Educational Plan (IDEP) outlining his/her service delivery options. In grades K-2, our services consist of enrichment grouping with an AIG specialist and assisting regular classroom teachers. Our students in grades 3-8 receive services with an AIG specialist in their identified area(s). Gifted students in grades 9-12 are offered advanced courses and opportunities for participating in enrichment activities. Inclusion, pull out, and enrichment opportunities will continue to be offered to foster the academic and intellectual growth of AIG students.

We will continue to plan for support services for targeted areas which include students with intellectual, social, emotional needs as well as our underachievers and culturally diverse students.

Planned Sources of Evidence:

1. IDEP's outlining service delivery options (Appendix 8)
2. Conferences monitoring the service delivery
3. AIG brochure outlining Clinton City School's AIG plan and service options
4. Student schedules

5. LEA Budget allocation
6. Minutes of AIG meetings

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:

The AIG program in Clinton City Schools is an active partner in initiatives, policies, and procedures that align with the goals of the system. Basic to the success of an integrated program is the alignment between gifted education and general education services. Opportunities for rich content, high expectations for critical and creative thinking and problem solving are objectives shared by general and gifted educators.

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

Description:

The Director of Curriculum and Instruction provides oversight for all instructional initiatives to include AIG programming. The AIG Program supports the appropriate use of differentiation in curriculum and instruction as well as effective grouping and acceleration of curriculum. As citizens in the 21st Century, the AIG program will continue to align itself with initiatives that support the growth of globally competitive, gifted learners. Counselors, specialists, community volunteers, and other teachers of gifted students will be utilized to develop lessons that focus on the intellectual, social, and emotional needs of gifted learners. Clinton City Schools goes above and beyond the NC Standard Course of Study. We enhance our program through school-wide extra-curricular activities, organizations and clubs.

Listed below are examples of opportunities our school system offers our AIG students.

1. Duke Tip
2. Math Fairs
3. Mathcounts
4. Battle of the Books
5. Junior and Senior Beta Club
6. Art productions
7. National Honor Society
8. Music and Drama productions
9. Job shadowing
10. NCVPS

Planned Sources of Evidence:

1. Individual Differentiated Education Plan (AIG-8)

2. List of extra-curricular activities
3. Community involvement documentation
4. Instructional lessons and plans
5. Student Handbook
6. AIG Website
7. AIG Brochure (AIG-14)
8. Curriculum Guide 9-12

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:

There is extensive information regarding differentiated services and instruction for AIG students and regulations relating to gifted education. According to our stakeholders, we need to continue to focus on the dissemination of this information to teachers, administrators and staff.

Goals:

Our AIG specialists will increase awareness of the local AIG plan and regulations regarding differentiation of instruction for gifted students. We will also communicate IDEP's with all teachers of gifted students and meet with grade level teachers on a periodic basis to discuss their understanding of delivery options, differentiated instruction, and regulations related to gifted students.

Description:

In order to inform all teachers, administrators and support staff about Clinton City Schools' AIG plan, differentiation services, and regulations related to gifted education, district leadership and AIG specialists will continue to facilitate informational sessions and professional development at school sites at the beginning of the year and throughout the year as needed.

On an on-going basis, AIG specialists will review nominations from school staff and parents and will maintain and revise a screening pool for additional students.

Each school will be provided a copy of the AIG Plan to be housed in the professional library. There will also be a link to the AIG Plan on the Clinton City Schools' website. IDEP's will be made available and discussed with all teachers of gifted students.

Planned Sources of Evidence:

1. Dates and minutes of grade level meetings in conjunction with AIG information
2. Dates and minutes of AIG Advisory Committee meetings
3. Dates and minutes of Clinton City Schools AIG Specialists' meetings
4. Surveys and survey results from stakeholders
5. Informational Meeting agendas

6. Information posted on schools' and system websites

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 Focused Practice for 2013-2016.

Rationale:

Effective communication among and between teachers and schools is critical when planning programs that address students' needs and strengths. Our AIG specialists meet regularly and across grade levels to ensure that a successful program is in place at each school. Communication between our elementary schools (from 1st to 2nd and from 3rd to 4th) has been successful. Parent feedback indicates that better communication needs to take place between the elementary and middle school and middle and high school transitions.

Goals:

The AIG Program will increase its efforts at comprehensive and meaningful communication among and between teachers and schools. It will be a priority for our system to align programs, promote consistency and encourage smooth transitions for our gifted students as they move between levels. The results should be a more effective continuation of services, especially at key transition points.

Description:

In order to provide consistency in services in grades K-2 Enrichment and 3-12 AIG, communication is provided through AIG specialists meetings, student/parent meetings, administrative leadership meetings and vertical planning meetings between AIG specialists and regular education teachers. There will be a focus on communication and meetings at the grade 5 to grade 6 transition and the grade 8 to grade 9 transition.

Planned Sources of Evidence:

1. Consistent AIG services among schools
2. Minutes of meetings focusing on transitions between schools
3. Documentation of students' updated IDEP at transition years
4. Parent Night minutes focusing on course offerings for AIG students
5. Minutes from vertical planning meetings focusing on AIG students during transition years
6. End of year communications between teachers/administrators
7. Parent Nights in the spring
8. Parent/Student tours of next grade span

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:

All educational professionals who work with gifted students need an understanding of how to deliver services effectively and efficiently. Collaboration between gifted education, special education and general education, in efforts directed toward enhancing student learning, ensures that all programs are aligned and positioned to meet the goals of the system-wide program. Feedback provided from surveys has indicated that stakeholders desire more opportunities for meaningful collaboration.

Goals:

Clinton City Schools has a system where all stakeholders are in regular communication and provide protected time for collaboration in order to share best practices in order to meet the needs of our gifted learners.

AIG specialists are required to:

*hold informational meetings for stakeholders,

*secure parent, teacher and administrator signatures on individual student Differentiated Education Plans,

*involve a variety of staff members on the Gifted Identification Team (GIT) for decisions about student identification,

*maintain communications with parents, teachers and the general community through newsletters and websites.

Description:

A variety of strategies are employed in order to support all educational professionals in delivering differentiated programs and services. The AIG specialists create and distribute educational brochures to stakeholders to better inform everyone about our AIG program, available services, and rights. The AIG Advisory Committee meets quarterly to plan and develop effective avenues of communication to maintain current information regarding the AIG program.

Examples of how we collaborate in the classrooms include:

1. Team Teaching. Regular classroom teachers and the AIG specialists plan and deliver differentiated instruction to students. The AIG specialist may model differentiated instruction and enrich or accelerate instruction through cluster grouping and/or learning stations within the regular classroom.

2. Complementary Teaching. The AIG specialist enriches the North Carolina Standard Course of Study by providing the regular classroom teacher with resources and activities. In addition, the AIG specialist provides valuable input through Professional Learning Communities (PLCs).

3. Indirectly. The AIG specialist may collaborate with a specific academic department especially in Language Arts and Mathematics. Teachers share concerns and alternative instructional practices with the AIG specialist.

Examples of Stakeholder Collaboration include:

1. Gifted Identification Team (GIT). Members of the GIT review and monitor the needs of identified AIG students. A school based administrator, AIG specialists/teachers, classroom teachers, and a school counselor serve on the GIT.
2. AIG Advisory Committee. Members include parent volunteers of AIG students, all AIG specialists in the district, school administrators, local board members, and the Director of Curriculum and Instruction who oversees the AIG Program. This team meets on a regular basis to discuss and review the status of the AIG Program in order to contribute to continuous improvement and assist with the implementation of the local AIG Plan.

Planned Sources of Evidence:

1. AIG website
2. AIG Brochure (AIG-14)
3. Minutes and agendas from meetings with related personnel
4. Documentation of meetings with parents
5. Professional development logs and documentation
6. GIT recommendations (AIG-7)
7. AIG Advisory Committee meeting agendas and minutes

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale:

As stated in Standard 2, Practice F, "Our staff and other stakeholders are invested in our involvement in analyzing the needs of the gifted learners knowing that failure to understand and meet the social and emotional needs may result in lack of student growth and/or achievement." We would like to ensure collaboration within the educational community to address the social and emotional needs of our AIG students.

Goals:

- *School-wide counseling services evidenced by all school personnel who work with gifted students to address and resolve issues that may arise due to differences in social and emotional needs.
- *Parent Information sessions so that parents are made aware of the unique characteristics of gifted populations and are better inclined to support the efforts of the school.
- *Research for professional development related to the affective needs of gifted students.
- *Include items related to the affective needs on our AIG survey.

Description:

The gifted education program must make an effort to involve student services in assisting with the

gifted learners' social and emotional development. Counselors play a vital role in scheduling sessions with students on an individual basis. The gifted program seeks to make a clear connection and definition of roles to support those gifted learners who demonstrate a need for services. Issues relating to peers, perfectionism, depression, diversity and college and career planning can present challenges for highly able students. These students, as well as underachieving and twice exceptional students, can benefit from programs that support the learning and environmental needs.

Planned Sources of Evidence:

1. AIG surveys
2. Guidance Lessons and Activities
3. Parent Information Sessions
4. Brochures
5. Websites
6. Student Based Assistance Team meetings

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

Clinton City Schools has an AIG program which accelerates, modifies, and enhances instruction for individual gifted learners. The AIG plan has placement options and different accelerated instruction for each option.

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

Description:

Clinton City Schools' AIG program has several options to meet the needs of our gifted learners. One option for the AIG student is a pull-out by subject area called "content replacement". The instruction is content specific which is accelerated going above and beyond the regular classroom setting to provide greater rigor and in-depth context. This option is available for identified students in Language Arts and/or Mathematics grades 3-8.

In some cases, students may qualify for subject area acceleration. This option allows students to accelerate above grade level for specific content area and course needs, without whole grade acceleration. Students whose performance and interests indicate need for acceleration beyond age level peers in specific content areas may be referred to the Gifted Identification Team (GIT).

Advanced Placement courses are available in grades 9-12 for advanced subject content. North Carolina Virtual Public School classes are available for grades 7-12. Students may enroll in eLearning taught by North Carolina certified teachers. Grades will transfer to the local school and

become part of their academic record.

Dual Enrollment is offered in grades 10-12 for students to concurrently take courses from other schools such as North Carolina School of Science and Math or our local community college, Sampson Community College. Also for our high school students, another option for acceleration is early graduation and admission to college. Students complete required and additional coursework on an accelerated schedule.

Planned Sources of Evidence:

1. Summary of Student Eligibility and Options Record (AIG-5,6,7)
2. Minutes of Gifted Identification Team meetings
3. Individual Differentiated Education Plan (AIG-8)
4. Accelerated Schedules
5. Program of Studies
6. Student schedules
7. NCVPS

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 Focused Practice for 2013-2016.

Rationale:

Under-represented gifted populations that include culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice exceptional students require specialized consideration and services to ensure inclusive identification practices and appropriate service delivery programs. Our AIG population does not match our general student population. We realize the need to focus on under-represented populations at the K-2 level.

Goals:

- *Provide a K-2 enrichment program that includes and targets our under-represented groups of students
- *Provide appropriate assessment instruments to assure fair identification procedures that overcome obstacles that these typically under-represented AIG populations typically face.
- *Collaborate with classroom teachers and support staff to create learning opportunities for our under-represented students.

Description:

Our AIG Program currently offers enrichment and resource programs to students who are recommended and/or qualify for these services. Our AIG specialists at our K-2 schools will be able to provide services to not only identified students, but also specifically to students who show potential from under-represented populations.

Planned Sources of Evidence:

1. K-2 Enrichment Program
2. 3-8 Resource Program
3. Use of formative assessments
4. Student rosters
5. IDEPs

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:

The NC Standard Course of Study is enhanced and accelerated for our AIG student learners. Extra-curricular programs and events allow our AIG students to have opportunities and experiences which further develop the needs and interests of the gifted learner. The AIG program in Clinton City Schools will maintain the high level of opportunities that are currently available to gifted students.

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

Description:

Our AIG program encourages extra-curricular programs and events that enhance and further develop the needs and interests of our AIG students.

Opportunities available throughout the K-12 grade span include:

1. Duke TIP
2. Math Fairs
3. Mathcounts
4. Battle of the Books
5. Junior and Senior Beta Club
6. NC Young Authors
7. Guest Speakers
8. Band, Music, Art and Drama productions and competitions
9. Job shadowing
10. NCVPS
11. National Honor Society
12. School newspapers and yearbook
13. Spelling Bees
14. National Geographic Geography Bee

Planned Sources of Evidence:

1. Club Rosters
2. Awards and Recognitions
3. Programs from plays
4. Math Competition Awards
5. School newspapers and yearbooks
6. Duke TIP recognitions and participants
7. Cultural Arts Competition Awards

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:

Strong partnerships with the community and open communication with parents and families support appropriate services that are provided to our gifted students. Our program encourages the participation of our stakeholders. Our AIG Advisory Committee meets regularly and is highly involved and supportive of our AIG Program.

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

Description:

Clinton City Schools' AIG specialists meet and plan with parents, community, administrators, and the AIG Program Director to ensure that appropriate services are being provided for AIG students. Community members are actively involved in enrichment classes according to their career or area of interest. Differentiated Education Plan meetings are held with the parents to discuss the most appropriate services for their child. Surveys are provided to collect data and feedback from teachers, administrators, students, and parents. The AIG plan is posted on our website, and brochures outlining our policies and services are made available at all schools.

Alignment of our AIG Program and general education is supported by all stakeholders as evidenced by signatures of parents, general education teachers, AIG specialists, principals and the AIG Program Director on all identification/placement and Differentiated Education Plan forms.

Planned Sources of Evidence:

1. Websites
2. Brochures
3. Agendas and minutes of related meetings
4. Survey results
5. Rosters of IDEP meetings
6. Lists of parent volunteers for extra-curricular activities
7. Informational meetings
8. Annual Reviews

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 Maintained Practice for 2013-2016.

Rationale:

Research clearly indicates that effective communication is critical to the success of any program. Clinton City Schools will continue to share information regarding the local AIG plan, program, and policies with all stakeholders. It is imperative to continue an open door policy of communication with everyone involved in the process. We will continue to increase efforts to strengthen our communication.

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

Description:

Our AIG plan, policies, and procedures are shared through several avenues of communication. Information is shared and discussed with our Advisory Committee. Information is posted on the Clinton City Schools' websites and provided in print at each school. AIG specialists conduct annual meetings at each school site to explain the AIG program and review IDEP's. An informative brochure is in print and is distributed at each school. AIG specialists are available for parent-teacher conferences.

Beginning of the year and end of year informational nights and quarterly student led conferences will be held.

Planned Sources of Evidence:

1. Websites including local AIG plan
2. Brochures
3. Rosters of IDEP meetings and parent conferences
4. Minutes from Advisory Committee meetings
5. Agendas for information nights

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:

To ensure that input from stakeholders represents all AIG students, the makeup of the AIG advisory committee reflects the diversity of AIG parents/families in the community. This group is involved in the development, implementation, and revisions of the local AIG plan. We will encourage the continued input of our stakeholders to provide support and implementation 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:

The AIG Advisory Committee consists of parents, AIG specialists, building administrators, counselors, and the AIG Program Director.

Our efforts are to increase the number of under-represented populations of students and a diverse population of stakeholders. A diverse population of stakeholders will work toward increasing the number of students who are likely to benefit from an appropriate rigorous advanced curriculum.

Planned Sources of Evidence:

1. List of AIG Advisory Committee members and their representative roles
2. Agenda and minutes from 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 Focused Practice for 2013-2016.

Rationale:

Every student in Clinton City Schools deserves the right to receive the best educational services possible. Parents/families need to be informed of the opportunities available to AIG students, and this is best accomplished when information is shared in the native language of the intended audience.

Goals:

Non-English speaking parents will have equal access to information regarding the AIG program in Clinton City Schools.

Description:

Clinton City Schools will focus more on informing parents/families and the community of opportunities available to AIG students on an on-going basis and in their native languages. The availability of written forms and information related to AIG services in native languages is a priority. Translators are available at each school to provide accurate communication through interpretation between parents/families and AIG specialists and administrators.

Planned Sources of Evidence:

1. All communications including brochures and websites
2. Translated documents
3. Translators and interpreters

4. Collaboration with support personnel

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

It is imperative that we form partnerships with institutions of higher education, local businesses, and industry and other stakeholders to increase the effectiveness and support of our AIG program. The more informed and involved stakeholders are, the more likely they are to connect their skills and resources to best meet the needs of our gifted students. Our goal is to increase coordinated efforts with our community college and community businesses to enhance learning opportunities for our students.

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

Description:

Clinton City Schools involves parents/families and the community in meaningful ways that support our gifted program. We implement initiatives with parents and community members in which they offer assistance in their areas of expertise. Our parents, community members and volunteers have enhanced and supported our gifted program through various activities and resources. A focus on strengthening bonds with the local community college and community businesses would establish greater opportunities for our students.

Planned Sources of Evidence:

1. Community Businesses partnerships
2. Community College partnerships
3. Guest/Resource speakers
4. Media coverage
5. Photographs and event publicity
6. Clinton Area Foundation for Education (C.A.F.E.) partnerships

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 Focused Practice for 2013-2016.

Rationale:

Clinton City Schools' AIG Plan is aligned with state standards and is approved by the Clinton City Schools' Board of Education. A comprehensive and meaningful plan for the AIG program is essential to ensuring that our gifted students receive appropriate levels of support and are challenged to maximize learning potential. Developing and sharing the plan in conjunction with administrators and stakeholders assures continued support for plan implementation.

Goals:

We will develop and share a comprehensive plan for gifted education that meets the diverse needs of gifted learners in Clinton City Schools. All stakeholders in Clinton City Schools will collaborate to produce a focused and sustainable plan with identified service delivery options.

This AIG plan will be drafted in accordance with State legislation and policy (Article 9B).

Description:

Self-Assessment and Parent/Teacher/Student Surveys will provide feedback and data to help devise a plan that best meets the needs of the gifted learners. We will research ways to strengthen the areas of need as indicated through the surveys. Our AIG Advisory Committee is involved in a series of meetings as we discuss, draft, and write the AIG plan to meet our local and state requirements.

Planned Sources of Evidence:

1. NCDPI self-assessment tool
2. Advisory Committee meetings
3. Written plan and policies
4. Board of Education approval
5. Agenda and minutes of ongoing review of practices and procedures
6. Submission to NC Department of Instruction
7. Stakeholders surveys

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 Maintained Practice for 2013-2016.

Rationale:

Clinton City Schools will monitor the AIG program and assure compliance with current legislation and state policies. Frequent monitoring of programs and services ensures that policies are aligned with current and best practices research and provides opportunity for program improvements. It is important to the success of our program that our plan be consistent and uniform system-wide.

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

Description:

Our AIG program will be monitored on three levels: Specialists monitor their own work and reflect through Professional Learning Communities (PLCs); A Professional Development Plan (PDP) will be written by each AIG specialist, monitored by building administration and shared with colleagues; the AIG Program Director monitors the implementation of guidelines, schedules and instructional practices.

Input from all stakeholders is gathered periodically through surveys.

Teachers and administrators responsible for delivering AIG programs and services collaborate to ensure the implementation and fidelity of the AIG program.

Planned Sources of Evidence:

1. AIG Plan
2. Agendas and minutes from PLCs
3. PDPs
4. Surveys
5. Local AIG forms
6. Adherence to Article 9B

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

State funds are allocated for the AIG program in Clinton City Schools. These funds are used to support the learning of gifted students. Leadership at the district level maintains accurate records of monies allocated to the local program.

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

Description:

Clinton City Schools appropriates funds to enhance and enrich the AIG Program. All funds are

maximized to ensure the greatest benefit. In addition, local funding supplements our program to provide additional AIG specialists. The quality of our program will be maintained throughout our budget difficulties. Our AIG Director and finance officer ensure that our budget is meeting current state policy.

Planned Sources of Evidence:

1. AIG yearly budget
2. Ledger of expenditures and transactions

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:

The performance growth of all AIG students in grades 3-12 in Clinton City Schools is maintained, analyzed and shared in order to assess the effectiveness of the AIG Program. Emphasis will be placed on our high school program in order to more accurately track the progress of AIG students. We will continue to refine procedures for accurate progress monitoring.

Goals:

We will continue to generate and retrieve AIG student performance data through formative assessments, quarterly benchmarks and EOG/EOC assessments.

We will work with our high school guidance department and AP Advisor to generate the drop-out data.

This data will be shared with parents and our local Board of Education.

Description:

Our general and AIG teachers and administrators are focused on increased student achievement for all students. Formative and summative assessments are disaggregated, analyzed and shared. Benchmark assessments are scheduled throughout the year and end of year assessment data is collected annually beginning with grade three. Results are used in making instructional and program decisions.

Through collaboration with our testing coordinator and AIG Program Director, spreadsheets will be created to reflect the following:

- *K-3 3D Reading (Dibels/TRC)
- *K-2 Math Assessment
- *Benchmark scores
- *EOG scores
- *EOC scores
- *Common exams
- *AP scores
- *AIG student high school drop-outs

*Underachieving AIG students

Planned Sources of Evidence:

1. Disaggregation of EOG, EOC, Benchmarks
2. Annual drop-out data
3. Testing and Accountability reports
4. IDEPs
5. BOE minutes
6. Common Exams data
7. Graduation rates
8. Progress Report
9. AP Scores

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale:

In order to ensure that under-represented populations are monitored and provided equitable opportunities, we will develop a system for gathering baseline data for our under-represented populations. Accurate data will allow us to identify, serve, and retain gifted students in our program. Ongoing monitoring will be provided to ensure a focused practice.

Goals:

We will focus on providing opportunities that enable under-represented populations of students who show high achievement or potential for high achievement to participate and succeed in the gifted program.

Description:

In collaboration with our data managers, English Language Learners educators, special education teachers, counselors and AIG specialists, we will collect and organize data which reflects the representation and retention of under-represented populations to include:

- *AIG students who are culturally/ethnically diverse
- *AIG students who are economically disadvantaged
- *AIG students who are English Language Learners
- *Twice-exceptional AIG students
- *Highly gifted AIG students

Communication among these educators will promote and ensure equitable identification and service delivery programming that will meet the needs of our under-represented populations.

Planned Sources of Evidence:

1. Data spreadsheets
2. Evaluation instruments
3. School based team meetings
4. Enrollment data
5. Retention data

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:

Highly qualified and experienced AIG specialists meet the needs of our gifted students on a daily basis. Our AIG students are served by specialists that are all AIG certified and best trained to meet their needs. Collaboration between AIG leadership and specialists allows for appropriate placement of students with the best qualified instructors.

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

Description:

The Human Resource Department in Clinton City Schools maintains current data indicating the qualifications of teachers and their AIG licensure. All records of AIG licensure, coursework and professional development sessions are recorded and kept current in teachers' personnel files. AIG licensure and professional qualification guide the employment practices.

Planned Sources of Evidence:

1. Personnel files
2. Professional Development files
3. HRMS reports
4. Student placement

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:

An advisory group consisting of community members, parents/families of AIG students, AIG specialists, general education teachers and administrators is imperative to the successful implementation of our AIG program. This group is in place to make recommendations and improvements to the AIG program. To be effective, our AIG Advisory Committee meets regularly to discuss program needs and improvements.

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

Description:

Our Advisory Committee is a diversified group of parents, administrators, counselors and AIG specialists which provides an on-going reflection of our program and its services. This group has been a crucial element of our local AIG program since its inception. The Advisory group meets regularly to review all aspects of the local AIG program and makes recommendations for program improvements.

Planned Sources of Evidence:

- 1.Minutes and agendas from advisory group meetings
- 2.Published list of advisory group members

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 Focused Practice for 2013-2016.

Rationale:

Collecting regular input from stakeholders allows the AIG program to reflect on the needs of gifted students. To ensure program accountability, we gather input from our stakeholder meetings, and periodic surveys to provide feedback on the quality and effectiveness of the Clinton City Schools' AIG program. All feedback is addressed and quantified in order to make program adjustments.

Goals:

Stakeholder meetings will be used to gather feedback and analyze available data. Periodic AIG surveys will be employed to continually improve effectiveness of AIG service delivery and program effectiveness.

We will continue to provide effective and timely communications for the success of our AIG program.

Description:

We will develop and conduct periodic needs assessment opportunities allowing feedback regarding the quality and effectiveness of the AIG program. Surveys will be made available through our website and pencil and paper format to ensure all stakeholders have an opportunity to share.

All information will be shared in the home language of the audience. Collected data will be instrumental in developing and implementing changes in order to strengthen the program.

Various means of communication include formal face-to-face meetings, informal conversation and written and electronic messaging.

Planned Sources of Evidence:

1. A timeline showing survey questions and results
2. All print and electronic media provided in both English and Spanish
3. Collaboration with other districts to develop needs assessments, forms, and other ideas
4. Minutes from meetings
5. Data from surveys

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:

In order for the AIG program to continuously improve, the local plan needs to be reviewed on a regular basis. Proposed revisions will be presented to the local board of education for approval. Data must be gathered from all stakeholders and sources in order to accurately guide the AIG program in Clinton City Schools.

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

Description:

In order to establish the most effective AIG program, we will continue to gather input from our Advisory Committee, stakeholder surveys, test data, teachers, and administrators. Disaggregation from these groups will give us input on making revisions to the plan. The review and revision process is open and transparent and invites and encourages all stakeholder input.

Planned Sources of Evidence:

1. Revised local plan
2. Surveys
3. AIG agendas
4. Test data
5. Minutes and agendas from Advisory Committee

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:

Dissemination of data provides all stakeholders with the opportunity to review, evaluate, and provide input into the services offered through the Clinton City Schools' AIG program. Our program will work to compile and disseminate data and improve modes of communication to the public.

Goals:

Clinton City Schools will disseminate the following data from evaluation of the AIG program to the public:

- *Disaggregation of EOG, EOC, AP scores data
- *Disaggregation of AIG students by gender and ethnicity
- *Stakeholder survey data
- *Budget allocations

Description:

Purposefully designed programs and services ensure stakeholders that the AIG plan addresses that the educational initiatives and strategies are of the highest quality. Information and outcomes are presented to the public as events occur and reports are generated. Findings are important to the ongoing evaluation process and are communicated in clear terms that reflect stakeholders' interests and state and local policies and procedures.

Planned Sources of Evidence:

- *Annual reports
- *Various modes of communication
- *Test Data Reports
- *Surveys
- *Written plan and policies
- *Agenda and minutes of ongoing review and procedures

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: Protecting the rights of all AIG students through policies, procedures, and practices is a mandated procedure in Clinton City Schools' AIG program. These students have rights based on their identification which guide the program in delivery of services and confidentiality. All stakeholders are educated in adhering to prescribed procedures and maintaining high ethical standards.

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

Description: Screening, identification, and delivery of services to AIG students is explained to parents and students in order to ensure that confidentiality is maintained and parents are aware of

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services that their children have a right to receive. Our school personnel including classroom teachers, guidance counselors, and administrators understand the policies, procedures, and practices in place to protect the rights of AIG students. There is an expectation for all stakeholders to adhere to high ethical standards for professional conduct.

Planned Sources of Evidence: 1. Published due process procedures
2. Documentation of meetings with parents
3. AIG folders are kept in secure, confidential files
4. Article 9B adherence

Other Comments:

Glossary (optional):

AIG: Academically Intellectually Gifted (3-12)

AIG Confidential Student Folder: All documentation related to AIG placement and services

AIG Advisory Committee: A committee to monitor the AIG plan and ensure standards are being addressed

AIG Teacher/Specialist: Teacher of the Academically Intellectually Gifted

Acceleration: A flexible pacing strategy, which places students at an appropriate instructional level (regardless of age)

Achievement Testing: Instruments that measure what a child knows academically and what he/she can do academically

Aptitude Test: Instrument that measures a child's mental ability

Centers: Classroom work stations, based on skill and/or interests, which provide for a variety of learning styles and levels, meeting individual student needs

Computer-based instruction: Use of the computer to enrich or remediate the regular curriculum

Content Replacement: Homogeneously grouped instruction provided in a separate setting for reading and math

Cultivate: Develop the academic and intellectual abilities of students from different socioeconomic and cultural backgrounds

Curriculum Compacting: Adapts the regular curriculum to meet the needs of advanced students by eliminating work that has already been mastered or condensing work that may be mastered at a pace more appropriate for the student's ability level

DEP: Differentiated Education Plan; outlines the program services which students will receive

Differentiated Instruction: modifying instructional strategies, complexity, and activities to match the learning needs of the student

Enrichment: K-2 program services

EOG: End-of-Grade test of North Carolina

Focused Practice: Practices that Clinton City Schools have identified as priorities during the 2013-2016 AIG Plan implementation

Gifted Behavior Profile: All collected information, about a given student, which is taken into consideration when making a committee decision about whether the student needs differentiated services

Gifted Identification Team (GIT): A committee consisting of an AIG teacher(s), a school administrator, a grade level teacher(s), and a resource or EC teacher. This team is responsible for reviewing student eligibility, determining if further assistance is needed and/or referring for appropriate services

Grade Acceleration: Allows a student to proceed to an advanced grade level in all subject areas to meet the student's ability and performance needs

IDEP: Individualized Differentiated Education Plan

Learning Contracts: Individual or group agreements, between teacher and student, outlining content to be learned, options for the learner and the time frame for completion

Maintained Practices: Practices that CCS has identified as areas where gifted services are implemented successfully

PLCs: Professional Learning Communities

Portfolio/Specified Work Sample: A collection of specific samples of a student's work which make up part of the "profile" for that student

Resource Service: Setting, usually apart from the regular classroom, in which eligible students are homogeneously grouped to receive differentiated services offered by a certified specialist

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Standard: The standard is a defining statement articulating the expectations for quality, comprehensive, and effective local AIG programs and relates to the categories addressed in Article 9B

Subject Acceleration: Students move to an advanced grade level in one or more academic subjects but remain identified with their classmates their own age

Theme: A concept that unites understandings between disciplines

Appendix (optional):

A P P E N D I X.docx (*Appendix*)

Statement of Assurances-Board Approval.pdf (*Appendix*)