

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

**Approved by local Board of Education on:** 11-JUN-13

**LEA Superintendent's Name:** Dr Frank Till

**LEA AIG Contact Name:** Carrie Childers

**Submitted to NC Department of Public Instruction on:** JUNE 17, 2013, 15:07:32

**Revision Submitted to NC Department of Public Instruction on:** JUNE 17, 2013, 15:07:32

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

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

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

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

**Cumberland County Schools Vision for local AIG program:** The Cumberland County AIG Program is committed to the academic success of all gifted and potentially gifted students. The Program is dedicated to providing students the opportunity to become independent learners and decision-makers, who recognize their potential and responsibilities in an ever-changing global society. In order to ensure that gifted learners become internationally competitive in the 21st century, it is essential that they are provided with rigorous, relevant, and technologically-advanced instruction and opportunities. Students' interests, strengths, and needs are critical components of designing effective curriculum and programming; therefore, as the academic and social/emotional needs of the gifted students change, curriculum and programming must change as well. The Cumberland County AIG Program envisions a future in which all AIG students are empowered to succeed and become life-long learners, prepared to meet future global challenges.

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

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$3251665.00</b>	<b>\$102818.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

## Table of Contents

<a href="#"><u>Standard 1: Student Identification</u></a> .....	3
<a href="#"><u>Standard 2: Differentiated Curriculum and Instruction</u></a> .....	16
<a href="#"><u>Standard 3: Personnel and Professional Development</u></a> .....	29
<a href="#"><u>Standard 4: Comprehensive Programming within a Total School Community</u></a> .....	37
<a href="#"><u>Standard 5: Partnerships</u></a> .....	54
<a href="#"><u>Standard 6: Program Accountability</u></a> .....	60

## **Standard 1: Student Identification**

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

### **Practice A**

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

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

**Rationale:** The Cumberland County AIG Program requires a more specific process for articulating the Local Plan to school personnel, parents/families, students and the community-at-large. Although the practice is mostly evident, improving and increasing communication would ensure that all stakeholders are aware of identification program procedures.

**Goals:** The Cumberland County AIG Program has the following goal(s):

~ To more effectively communicate the screening, referral, and identification processes to all stakeholders

**Description:** Cumberland County will improve this Practice in the following ways:

- ~ Prepare and distribute informational pamphlets or brochures county-wide
- ~ Prepare and share presentations to faculty at the beginning of school year
- ~ Link the 2013-2016 CCS Local Plan on the CCS AIG website
- ~ Link the CCS Local Plan to each school's website under student resources
- ~ Request improved communication between school personnel and AIG staff when identified transfer

student enrolls

- ~ Host Parent Meetings to explain AIG processes
- ~ Create newsletters for teachers, administrators, parents, and students

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ Brochure (uploaded document in 2016)
- ~ Documentation that presentations have been completed
- ~ Links are accessible to all stakeholders
- ~ New form is generated for school personnel to use when identified students transfer in
- ~ Parent Meetings are documented
- ~ Newsletters are created and distributed (uploaded document in 2016)

**Other Comments:**

## **Practice B**

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

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

**Rationale:** Cumberland County Schools' AIG Program currently employs multiple criteria for student identification that are effective in developing a comprehensive profile of each student. The AIG Program identification procedures are equitable and multi-faceted, employing numerous criteria to reveal student potential and giftedness. The AIG Program administers both non-traditional and traditional standardized measures that are based on current theory and research. Although minor case preparation reviews and revisions occur annually, this practice remains a strength of the Cumberland County AIG Program.

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

### **Description: THE IDENTIFICATION PROCESS**

Cumberland County Schools adopts the North Carolina definition of giftedness to use in the identification of students and the provision of services. This definition describes giftedness as "having the ability or potential" for substantially high levels of accomplishment, as compared to other students of similar age and circumstance. Key to this definition is the acknowledgement that gifted students are present in all cultural groups, across all economic strata and in all human endeavors. In this definition, being identified gifted is tied directly to the provision of differentiated services. By adopting this definition, the school system commits to these conditions for identification and services.

In order to implement the North Carolina definition of giftedness, Cumberland County Schools will use some or all of the following indicators in various combinations to determine those students who are gifted and in need of differentiated educational services:

- Gifted behavioral characteristics documented on acceptable checklists and scales, completed by reliable sources
- Classroom performance recorded on progress reports, grade cards, and other official school documents
- Classroom observations completed by trained school personnel
- Documented recommendations from appropriate sources verifying exemplary achievement within and/or outside of school
- Demonstrated performance through academic products, contests/competitions, and other opportunities for exemplary achievement
- Standardized test scores: aptitude, achievement, intelligence and other tests
- Anecdotal information appropriately documented and verified

SCREENING  
Grades 3-12

Screening creates a list of students who may be in need of differentiated services beyond those provided by the regular classroom. If there are students recommended for screening who do not fit into any of the referral criteria, the AIG Needs Determination Team still includes the student on the list and reviews student anecdotal data. This process ensures that a broad-based pool of students is screened for identification. Although screening students requires time and discussion, it is the most important step in the identification process, since it eventually determines who will be identified gifted at the school.

The screening process is ongoing and should be addressed several times during the year, to include students who may have moved into the school since the beginning of the year. A Screening Pool should be established and maintained throughout the current school year. At the end of each school year, the Screening Pool Log is filed with the AIG records so that the AIG Needs Determination Team and AIG teacher can refer to the list as needed.

At the beginning of each school year, the AIG teacher and AIG Needs Determination Team share the identification process with the school staff and discuss the definition of giftedness, the characteristics of gifted students, the performance indicators available for teachers to use in recommending students for identification, and the services available for gifted students. Shortly thereafter, the Team asks the teachers to recommend students to be screened for possible identification. Screening referrals may be submitted by school personnel, parents/guardians, students (self-nominations), and/or community members with academic knowledge of students.

Multiple screening information on referred students, grades 3 – 12, is collected from all appropriate sources. If the screening pool does not reflect the minority population of the school, care is given to collect the names of the highest achieving minority students in the school for screening. The screening process and periodic audits by the Oversight Review Committee ensure that equity and reliability exist system-wide.

Using the following criteria for referral, the AIG Team reviews those students who are included on the AIG Screening Pool Log and selects those who are high performers and those who have potential for high performance to continue in the identification process.

#### SCREENING CRITERIA

##### ACES (Accelerated Curriculum for Exceptional Students) GRADES 3-5

- 1 year of a 90%tile or higher on most recent EOG score or other achievement test  
OR 1 year of a 90%tile or higher on an aptitude test (not to exceed 2 years)  
AND "A" or "B" in corresponding subject area (most recent grade)
- 97% on an aptitude test (not to exceed 2 years)  
Classroom performance/grades may not mirror this potential  
Highest EOG score in student's ethnic group in the current classroom  
OR Highest grades in student's ethnic group in the current classroom
- Achievement at a substantially high level of performance in ways other than through the classroom or standardized testing (demonstrated through products, contests, competitions, etc.)
- High performance in the classroom, yet has language patterns, experiences, or cultural differences that might make it difficult to demonstrate potential through standardized testing

### GEMS (Gifted Education for Middle School) GRADES 6 - 8

- 2 years of a 87%tile or higher on most recent EOG score or other achievement test  
OR 1 year of a 87%tile or higher on an aptitude test (not to exceed 2 years)  
AND "A" or "B" in corresponding subject area (most recent grade)
- 97% on an aptitude test (not to exceed 2 years)  
AND Classroom performance/grades may not mirror this potential
- Highest EOG score in student's ethnic group in the current classroom  
OR Highest grades in student's ethnic group in the current classroom
- Achievement at a substantially high level of performance in ways other than through the classroom or standardized testing (demonstrated through products, contests, competitions, etc.)
- High performance in the classroom, yet has language patterns, experiences, or cultural differences that might make it difficult to demonstrate potential through standardized testing

### SAGES (Secondary Academically Gifted Exceptional Services) GRADES 9-12

- 92% or higher on an acceptable achievement or aptitude test
- Achievement at a substantially high level of performance in Honors or AP classes in ways other than through the classroom or standardized testing (demonstrated through products, contests, competitions, etc.)
- High performance in the Honors or AP classroom, yet has language patterns, experiences, or cultural differences that might make it difficult to demonstrate potential through standardized testing
- High performance in English and Math Honors or AP classes; top 5% GPA/class rank
- Identified as capable of scoring a "3" on an AP exam as indicated by their PSAT score or AP Potential

#### PATHWAYS TO IDENTIFICATION AND PLACEMENT

There are two pathways to identification. Students may be identified for services in reading and/or math in either pathway after meeting the screening criteria.

#### PATHWAY ONE

##### ACES and GEMS (GRADES 3-8)

The student has one of the following profiles:

~ "A" average in reading and/or math over past three years (average to include current grades)

WITH EITHER:

Achievement test score of 98th or 99th percentile in reading and/or math (subject match) and an aptitude score of 80%tile or higher

OR Aptitude test score of 98th or 99th percentile and a standardized achievement score (subject match) of 80%tile or higher

~ "A" average in reading and/or math over past three years (average to include current grades)

AND Achievement test score of 87th –97th percentile in subject match

AND Aptitude score of 87th - 97th percentile

- ~ "B" average in reading and/or math over past three years (average to include current grades)  
AND Achievement test score of 90th – 99th percentile in subject match  
AND Aptitude test score of 90th – 99th percentile

(GRADES 9-12)

The student has one of the following profiles:

- ~ "A" average in subject area over past three years (plus A in current class)  
AND Enrolled in Honors or AP course in subject area  
AND Achievement OR Aptitude test score of 92% or higher in subject match
- ~ Has scored a 175+ on the PSAT, 1800+ on SAT(reading, mathematics, writing), or 27 on ACT  
AND "A" average on core subject over past three years (plus A in current class)

### PATHWAY TWO (Grades 3-12)

This pathway applies to those students in grades 3-12 whose standardized testing and/or classroom grades do not fit into any of the sets of criteria in Pathway One and who are achieving or have the potential to achieve at substantial levels of performance. In Pathway Two, professional judgment must be exercised in the identification process. In addition, simply relying on numerical cut-off scores to determine giftedness does not apply in Pathway Two.

In Pathway Two, the student should have appropriate indicators in combination with his/her screening data and test scores. The more indicators present, the more need for differentiated services. All selected indicators must be documented.

- ~ Has scored within one to three points needed for identification on the standardized testing required in Pathway One
- ~ Has the highest test scores and/or grades in his/her class and has a history of outstanding academic performance when compared to others of his/her age, experience, or environment
- ~ Has the highest test scores and/or grades of his/her ethnic group in his/her current classroom and has a history of outstanding academic performance when compared to others of his/her age, experience, or environment
- ~ Has manifested many gifted behavioral characteristics as measured on gifted behavior checklists and performance scales
- ~ Reads and comprehends well-above grade level as documented on standardized tests (Grades 3 – 5: Grade Equivalent (GE) 3 years above); (Grades 6 – 8: GE 4 years above)
- ~ Performs math well-above grade level as documented on standardized tests (Grades 3 – 5: GE 3 years above); (Grades 6 – 8: GE 4 years above)
- ~ Has maintained a "93" average for three or more years in a subject area and is willing to take Honors or AP courses in that area (Grades 9-12 Only)
- ~ Has demonstrated potential to score a "3" on an AP exam as evidenced by his/her performance on the PSAT (Grades 9-12 Only)
- ~ Maintains a GPA which places the student in the top 5% of his/her class (Grades 9-12 Only)

## ANECDOTAL DATA

The AIG Needs Determination Team may also consider anecdotal data as it applies to the student.

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

Summary of Indicators - Pages 1, 2, 3 (uploaded forms)

Screening Log form  
Approved Tests and Checklists

Other sources of evidence:

"The Gifted Education Planner: Inventories and Data Collection Forms" by Karen B. Rogers, Ph.D. (copyrighted)

"Gifted Rating Scales" by Pfeiffer and Jarosewich

## **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 Maintained Practice for 2013-2016.**

**Rationale:** The current Local Plan procedures that respond to traditionally under-represented populations such as culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional are mostly evident and effective. Although our LEA continues to seek additional methods of nurturing and identifying under-represented populations for AIG Program services, placement data indicates increases in referrals, screening, and identification of under-represented populations.

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

**Description:** Cumberland County Schools will use some or all of the following indicators in various combinations to determine those students who are gifted and in need of differentiated educational services:

- Gifted behavioral characteristics documented on acceptable checklists and scales, completed by reliable sources
- Classroom performance recorded on progress reports, grade cards, and other official school documents
- Classroom observations completed by trained school personnel

- Documented recommendations from appropriate sources verifying exemplary achievement within and/or outside of school
- Demonstrated performance through academic products, contests/competitions, and other opportunities for exemplary achievement
- Standardized test scores: aptitude, achievement, intelligence and other tests
- Anecdotal information appropriately documented and verified

## COLLECTION OF INFORMATION

Multiple screening information on referred students (grades 3–12) is collected from all appropriate sources. If the screening pool does not reflect the minority population of the school, care is given to collect the names of the highest achieving minority students in the school for screening. The screening process and periodic audits by the Oversight Review Committee ensure that equity and reliability exist system-wide. The English as a Second Language Program will assist with communicating the procedures in other languages.

## THE AIG TESTING PROGRAM

The North Carolina End-of-Grade (grades 3-8) testing results are used in the screening portion of the identification process and are considered a part of the student's total profile. In grades 9-12, End-of-Course testing may be used in the identification of students. Once students have been screened and are determined to need further assessment, standardized testing, apart from the state testing, is used in the formal identification of students.

AIG personnel (diagnosticians), trained in the administration of various tests, complete this portion of the identification process for students referred to them. Once parent consent for testing is obtained, the diagnosticians will administer a battery of tests which may include:

- ~An aptitude test
- ~A nonverbal aptitude test
- ~Achievement tests

Assessment instruments reflect sensitivity to economic conditions, learning differences, and diversity of students so that equal opportunity is provided to all students. When testing is complete, results are returned to the school for consideration by the AIG Needs Determination Team.

There are times when testing is required beyond that completed by the AIG diagnostician. For second language or ESL students, testing in their native language may be necessary, and school psychologists or ESL staff may assist with this testing. Students with disabilities may require testing to be completed by school psychologists. Still other students may be referred to the school psychologist for testing because of inconsistencies in student test scores.

If testing by professionals other than an AIG Diagnostician is necessary, the AIG Needs Determination Team should invite the school psychologist or ESL staff to a team meeting to discuss the special testing needs of the student.

## DOCUMENTATION COLLECTION

Although there is no set number of indicators needed to identify a student as gifted, the AIG teacher and Needs Determination Team should build a strong placement case with as many indicators as may apply. A student cannot be placed using only anecdotal information.

PATHWAY ONE INDICATORS (See full description in Standard 1, b)

- Test Data and Grade Performance

PATHWAY TWO INDICATORS (See full description in Standard 1, b)

- Highest test score/grades in class or in ethnic group and has a history of outstanding academic performance
- Outstanding academic achievement in academic contests, competitions, other activities
- Gifted characteristics and behaviors as indicated on an approved checklist
- Reading or math performance well above grade level
- Potential to score "3" on AP Exam as evidenced on "AP Potential" (Grade 9th-12th)
- Top 5% of class ( Grade 9th-12th rank/GPA)

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

Uploaded documents:

"Summary of Indicators", page 1 and 2  
"Approved Tests"

Other Sources of Evidence:

"The Gifted Education Planner: Inventories and Data Collection Forms" by Karen B. Rogers, Ph.D.  
"Gifted Rating Scales" by Pfeiffer and Jarosewich

**Other Comments:**

### **Practice D**

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

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

**Rationale:** There is some inequity in screening and identification from school to school in our large LEA. With the utilization of the Needs Determination Teams at the school level, implementation guidelines of the screening, referral and identification processes require training to insure consistency. The Steering Committee finds this Practice adequate, yet it remains a justifiable focus for the next three years due to our ever-changing demographics, and opening of new schools.

**Goals:** The Cumberland County AIG Program has the following goal(s):

- ~ To revisit Pathway Two indicators to ensure equitable identification
- ~ To develop an organized process for training school personnel in the screening, referral and identification process

**Description:** Cumberland County will improve this Practice in the following ways:

- ~ Establish Staff Development training for all Needs Determination Team members
- ~ Revise Pathway Two guidelines for more specificity
- ~ Develop a tool to explain screening, referral, and identification process to all staff
- ~ Train new teachers in the best practices of screening and identification for consistency of implementation
- ~ Establish a Screening Review Committee to ensure equitability during the screening process

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ All Needs Determination Team members documented on roster to confirm attendance; consistency becomes apparent through Oversight Review Committee checks and balances/audit
- ~ New Pathway Two guidelines are complete (uploaded document in 2016)
- ~ Multimedia presentation to explain screening, referral, and identification process for all staff (uploaded in 2016)
- ~ New teachers sign meeting roster to confirm attendance at screening/identification training sessions
- ~ Screening Review Committee will complete minutes/visitation log of school visits with documentation of screening logs

**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:** The Cumberland County AIG Program has established and fully implemented written

policies and procedures to safeguard the rights of AIG students and their families. The Needs Assessment and stakeholder input validates this as a Maintained Practice.

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

**Description:** The Cumberland County AIG Program utilizes the following informed consent procedures and forms:

- ~ "Invitation to Conference" (Group DEP meeting) - two opportunities to attend are required
  - ~ "Invitation to Conference" (Individual parent/student meeting) - two opportunities to attend are required
  - ~ "Differentiated Education Plan"
  - ~ "AIG Screening Pool Log" - confidential documentation of inclusion into the pool; test data and grade performance data to be filed with permanent AIG records
  - ~ "Consent for Evaluation" - Signed by parent or guardian to denote permission to test
  - ~ "AIG Team Minutes" - Documentation of the Needs Determination Team meetings at which time Teams review, discuss, and determine placement, inactive status, reactivation, etc.
  - ~ "Response to Parent Referral for AIG Screening" - letter mailed to all parents who referred their children for screening
  - ~ "Transfer or Re-entry Form" - criteria for transfer into the program is documented in the AIG Handbook
  - ~ "Summary of Indicators", pages 1, 2, and 3 - parents receive a copy of pages 1 and 3; parent signature is required on page 3 to indicate placement to begin services
  - ~ AIG Discovery notification letter to parents to explain selection and purpose of the nurturing program
  - ~ AIG SAGES notification to parents when student is not registered for Honors or Advanced Placement course(s) in the area in which the student is identified
- AIG Advisement Protocol

## PROCEDURES TO RESOLVE DISAGREEMENTS

According to Article 9B, governing the screening, identification and placement of students into services for the academically or intellectually gifted, a procedure for resolving disagreements between parents or legal custodians and the local school administrative unit shall be developed. A disagreement might arise when a child is not identified as an academically or intellectually gifted student or concerning the appropriateness of services offered to the academically or intellectually gifted student. The Cumberland County Schools procedures for settling such disagreements will follow these steps:

1. The parent should first attempt to reach accord at the school level. The parent should request an appointment with the AIG teacher to discuss the concerns. If this does not resolve the concerns, the parent may request an appointment to meet with the principal to discuss how the disagreement can be resolved.
2. If no resolution is possible at the school level, the Executive Director of Exceptional Children's Program and the Academically and Intellectually Gifted Program Coordinator review the disagreement. The parent or school may request this review.
3. If no agreement can be reached following step 2, the parent or school principal should request in writing a review of the case by the Associate Superintendent for Curriculum and Instruction. The written request should describe the reasons for the disagreement.
4. If agreement cannot be reached administratively, the disagreement may be reviewed by the local school board, following procedures set forth by the board and Superintendent.

If the parents/guardians and the local school system cannot reach agreement, the parent has the right to petition an Administrative Law Judge for a contested case hearing. The scope of the review shall be limited to whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or whether the Local Plan developed under the law has been implemented appropriately with regard to the child. Following the hearing, the Administrative Law Judge shall make a decision that contains findings of fact and conclusions of law. The decision of the Administrative Law Judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. Attorney's fees are not available to parents in the event they prevail in a due process hearing.

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

"Summary of Indicators" pages 1, 2, and 3  
"Invitation to Conference" - individual meeting  
"Invitation to Conference" - group meeting  
"Response to Parent Referral"  
"Differentiated Educational Plan"  
"Transfer and Re-Entry Form"  
"Discovery Notification Letter"  
"Notice of Advisement"  
"Documentation of Advisement"  
"Advisement Plan of Action"  
"AIG Screening Pool Log" form  
"Consent for Evaluation" form  
"AIG Team Minutes" form  
"AIG High School Notification Letter"

**Other Comments:**

**Practice F**

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

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

**Rationale:** The Cumberland County AIG Program implements and maintains documentation that fully explains the identification process and service options. Although improved communication of this documentation is considered a focus (see Standard 1, a), the actual documentation is completely evident.

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

**Description:** The AIG staff reviews annually the following documentation with parents:

"Differentiated Education Plan" (grades 3-5), (grades 6-8 and addendum), (grades 9-12)  
AIG Student Portfolios (per request)  
Progress Reports (grades 3-5)  
Yearly Performance Review (grades 3-12)

#### The Differentiated Education Plan (DEP)

The Differentiated Education Plan (DEP) is developed to describe the service(s) in which the student will be involved, the learning environment where the service(s) will be offered, the content modifications that will occur for the student, and the array of special programs available to enhance the student's learning. The DEP is updated and reviewed with the parent annually or when Program changes are needed for the student. Curriculum developed according to the above guidelines is used in the services provided. An Individual Differentiated Education Plan (IDEPs) may be designed if the DEP does not adequately reflect the student's program. A DEP or IDEP is developed for every student who is identified as needing differentiated services.

#### The DEP Meeting

The initial DEP is reviewed with the parent at the time the student is identified gifted and in need of differentiated instructional services. Thereafter, the parent is invited annually to review the DEP. At the DEP Annual Review, a list of curriculum activities for the year is explained and given to the parents. Parents may also review portfolio collections of the students' work, hear presentations from the students about their learning, receive information from regular classroom teachers and counselors, and learn about extra-curricular opportunities, the testing program, and post-secondary expectations.

#### AIG Student Portfolios

All identified AIG students (grades 3-12) must submit exemplary work samples in their area(s) of identification. These work samples are maintained in student portfolios as documentation of performance and participation in AIG curriculum services.

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

ACES "Differentiated Education Plan" (grades 3-5)

8/7/2013

GEMS "Differentiated Education Plan" and "Addenda" (grades 6-8)

SAGES "Differentiated Education Plan" (grades 9-12)

"AIG Progress Report" (grades 3-5)

"Yearly Performance Review" (grades 3-12)

**Other Comments:**

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

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

### **Practice A**

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

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

**Rationale:** Due to changes in the North Carolina Standard Course of Study, the Cumberland County AIG program is aligning our curriculum with Common Core state standards and North Carolina Essential Standards. Enrichment, extension, and acceleration are an integral part of the Cumberland County curriculum; research in education strongly supports the use of this advanced, accelerated curricula with high ability learners. Studies confirm the greater effects of enrichment, in tandem with grouping gifted learners, as a best practice in providing rigorous, meaningful, and interesting challenge to these unique learners.

**Goals:** ~ Align the CCS AIG curriculum with the Common Core and Essential Standards which provide challenging and in-depth curriculum as well as 21st Century enrichment, extension, and acceleration to meet AIG students' academic and social emotional needs in an ever-changing global society.

**Description:** ~ Differentiate/tier curriculum to better address gifted students' varied academic needs.

- ~ Require all cluster teachers to complete the local AIG endorsement (two online courses)
- ~ Appropriately cluster students at all grade levels in all schools
- ~ Purchase resources to equip and support AIG teachers and students for 21st century enrichment, acceleration, and extension.

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ Curriculum matrix
- ~ AIG endorsement database
- ~ Principal cluster letter
- ~ Document purchases
- ~ Student work products

### **Other Comments:**

### **Practice B**

Employs diverse and effective instructional practices according to students' identified abilities,

readiness, interests, and learning profiles, to address a range of learning needs at all grade levels.

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

**Rationale:** The Cumberland County AIG Program currently employs diverse and effective instructional practices to address a range of learning needs. Although instructional practices are continually revisited and modified, practices are mostly evident, resulting in a Maintained Practice.

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

**Description:** Grades 3-5

#### ACES (Accelerated Curriculum for Exceptional Students) Program

In this service option, AIG students, identified in reading and/or math, are appropriately clustered (see guidelines) for instruction with other academically capable students. This service delivery model allows schools the flexibility of determining the degree of consultation and pull-out, based on the unique needs of the school's culture and population. In this blended service model, the AIG teacher may serve AIG students by going into the classroom to work with the regular teacher with differentiation/planning of instructional units and by consulting with the teacher to prepare differentiated units. The AIG teacher may also serve AIG identified students by pulling them out of the cluster classroom to participate in units of study, which extend the NC Standard Course of Study. The endorsed regular classroom teacher plans and teaches challenging enrichment and accelerated instructional activities, with guidance from the licensed AIG teacher.

#### ACES Grouped Class

In this service delivery option, AIG students are grouped together for instruction for all or part of the day. The AIG teacher follows the Standard Course of Study, but the lessons are accelerated, faster paced, and more rigorous.

#### COOL School (Children Operating On-Line)

In this service option, AIG students receive their instruction online to complete units of study, submitting assignments to the AIG teacher via email. This service delivery is always combined with another service delivery model.

#### Grades 6-8

#### GEMS (Gifted Education for Middle School) Cluster Class

In this service option, the identified AIG students are clustered for instruction in math and reading with other academically capable students (see guidelines). The cluster classes are enhanced by more rigorous reading and math activities that extend beyond the NC Standard Course of Study. Cluster classes are taught by the endorsed regular classroom teacher, with guidance from the AIG licensed teacher. The school's AIG teacher teaches a maximum of two cluster classes. The AIG teacher also supports the regular cluster classroom teachers by providing various AIG instructional materials,

books, and activities.

Sixth Grade Cluster Classes (AIG Reading and AIG Math)

Seventh Grade Cluster Classes (AIG Reading and Pre-Algebra)

Eighth Grade Cluster Classes (AIG Reading and Algebra I)

Pre-algebra and Algebra I classes provide challenging math instruction for those students motivated and academically prepared to take the classes in middle school. Pre-algebra and Algebra I classes follow the Standard Course of Study and the Algebra I End-of-Course test is administered to students. Algebra I students receive high school credit.

#### GEMS Resource Class

In this service option, students come out of the regular classrooms to participate in activities with the AIG teacher in the areas of reading, math, critical and creative thinking, and writing. AIG Resource at this level is typically offered in schools with low enrollments of AIG students.

#### GEMS Hybrid Service Option

In this hybrid service option, instead of serving as teacher of record for two classes, the AIG teacher works with all cluster teachers at each grade levels to provide differentiated lessons and activities that will enhance classroom units. In this option, the AIG teacher may pull students out of the classroom for some differentiated activities, similar to that in the Resource service option, but spends most of the instructional time in cluster classrooms. In this service delivery model, the AIG teacher serves as an expert in the field, infusing rigorous differentiated curriculum and implementing best practices in gifted education. This option is generally for large AIG enrollment schools.

Grades 9-12

#### SAGES (Secondary Academically Gifted Exceptional Services) Enrichment Sessions

Identified students participate in enrichment sessions designed and conducted by the AIG Consultant to enhance their high school academic experience. These sessions include, but are not limited to, guest lecturers, field trips, college planning programs, and presentations in the academic and arts areas. Student interaction is encouraged and feedback is expected following each session.

#### SAGES Academic Counseling and Advisement

Identified students participate in group activities, as well as individual academic advisement with the AIG Consultant. Course selection, registration, SAT/ACT, college and career advisement, and scholarship searches are but some of the counseling opportunities provided the AIG students. Field trips to colleges and universities and discussions with college/university admissions officials are provided.

#### SAGES Newsletters

AIG students receive newsletters from the AIG Consultants detailing important test dates, college

preparation advisement, student achievements/accolades, and other valuable information.

### Advanced Curriculum Opportunities

The AIG Program expects identified AIG students to participate in the College Pathway Curriculum, taking as many challenging courses as possible. These include:

- Honors Classes
- Advanced Placement Courses
- College Connections Courses

NCVPS/Online courses

Additionally, AIG students may participate in Schools of Choice opportunities, to include International Baccalaureate, Classical Studies, Global Studies, and other individual school Academies.

### DIFFERENTIATED CURRICULA / INSTRUCTIONAL PRACTICES

Any curriculum that is developed by the Cumberland County Schools AIG Program builds upon and extends the North Carolina Standard Course of Study. The curriculum provides challenging learning experiences that match the service options and the students' learning needs. Any curriculum that is developed must:

- ~ Provide instruction reflective of the highest levels of selected educational taxonomies (i.e. Revised Bloom's, Marzano's, etc.).
- ~ Incorporate critical thinking skills, problem-solving and flexible thinking activities into the instruction.
- ~ Utilize research-based educational models and strategies in the development of curriculum, projects, and products.
- ~ Incorporate appropriate content modifications into the curriculum as described on the Differentiated Education Plans.

AIG curriculum is evaluated annually by AIG certified staff for necessary updates and changes to better meet the needs of gifted students and to ensure that the curriculum reflects current best practices in gifted education.

### INSTRUCTIONAL PRACTICES AND STRATEGIES INCLUDE:

- Multiple Intelligences
- Curriculum Compacting
- Tiering
- Shared Inquiry
- Socratic Seminar
- Real-World/Problem-Based Learning
- Creative Problem Solving
- Critical and Deductive Thinking

Creative Thinking  
Higher-Order Questioning  
Technology-Based Learning  
21st-Century Skills

#### Advisement Procedures

In order to ensure that AIG students are working to their fullest potential, it is important for the AIG teacher to carefully monitor student progress. All AIG teachers check students' academic performance at the completion of each grading period. Students who are not maintaining requirements receive academic advisement.

#### Review of Student Progress

Monitoring the student's progress in the AIG Program occurs on an ongoing basis. It is necessary to evaluate how well the student is performing within the AIG Program and if those services are meeting the student's needs. Student progress in the AIG Program is reviewed quarterly in order to determine if additional support is needed. The student's progress reports, report cards, standardized testing results, and portfolio of collected AIG products document the student's progress.

After reviewing the progress indicators, the AIG Needs Determination Team decides if the student has satisfactorily completed AIG and regular education assignments, has participated in class, and continues to demonstrate a need for challenging, differentiated studies. Students who are not showing adequate progress receive academic advisement for a minimum of two consecutive grading periods. The AIG teacher serves as the advisor, working with the student and parents to formulate and carry out the advisement plan. The AIG Needs Determination Team then reviews this information and recommends continued services, advisement, or a return to regular education on inactive status. Inactive status means the student does not have an active DEP. A new DEP will be initiated when the student qualifies for differentiated services.

Placement on inactive status does not mean the student is no longer gifted. However, by definition, a gifted student performs or has the potential to perform at substantially high levels of achievement and requires differentiated services. When the student does not achieve and/or does not participate in a challenging academic course of study, the student's needs can be met in the regular classroom and inactive status is indicated.

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

ACES (grades 3-5) "Differentiated Education Plan"  
GEMS (grades 6-8) "Differentiated Education Plan" and "Addenda"  
SAGES (grades 9-12) "Differentiated Education Plan"

#### **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:** Data on curriculum and instructional practices with gifted learners clearly favors accelerative, research-based curriculum in the core subject areas. Research-based curricula should be organized around higher-order processes, conceptual reasoning that explores problems and issues, critical and creative thinking skills, analogous/metaphoric relationships, and inquiry/discovery. Although the Cumberland County AIG Program utilizes a variety of research-based resources the adoption of the Common Core necessitates a continued focus on this practice.

**Goals:** The Cumberland County AIG Program has the following goal(s):

- ~ To enrich the current curriculum with additional research-based materials that extend and enrich beyond the Standard Course of Study.
- ~ To continue to extend the AIG Toolbox with up-to-date materials and strategies.

**Description:** Cumberland County will improve this Practice in the following ways:

- ~ Continually add and revise curriculum to support Common Core
- ~ Purchase materials that extend and enrich the Common Core

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ Documentation of curriculum additions and revisions (uploaded documents in 2016)
- ~ Documentation of instructional materials/supplies purchased.

**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:** In order for AIG students to compete globally in the academic arena, they need access to 21st century curriculum content to develop advanced skills that may include collaboration, problem solving, innovation, leadership and critical thinking.

**Goals:** The Cumberland County AIG Program has the following goal(s):

- ~ Collaborate with district and instructional leaders for training and implementation of 21st century curriculum and skills.
- ~ Promote advanced level content and real world experiences within the AIG program.
- ~ Provide training for the AIG staff and cluster teachers in current educational practices.
- ~ Review and purchase materials that promote 21st century learning and skills.

**Description:** Cumberland County will improve this Practice in the following ways:

- ~ AIG staff integrates technology into our AIG units.
- ~ AIG staff development is provided in the use of 21st century standards.
- ~ AIG staff will apply the 21st century professional development to access and acquire resources needed in order to better ready students for global competition.

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ AIG staff development agendas
- ~ AIG consult logs and lesson plans
- ~ AIG portfolios

**Other Comments:**

### **Practice E**

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

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

**Rationale:** Ongoing assessments of student readiness, achievement and growth are essential components of a differentiated curriculum. AIG teachers use a variety of assessments in order to address the various needs and interests that exist among gifted students.

**Goals:** The Cumberland County AIG Program has the following goals:

- ~ Utilize database of formative assessments available to K-12 teachers, including benchmarks, Classscape, and other types of assessments
- ~ Align differentiated curriculum units for the AIG classroom to address assessment results
- ~ Work together with classroom teachers to analyze pre- and on-going assessment techniques and results
- ~ Collaborate on differentiated instruction that responds to gifted learners' varying background knowledge, needs, and interests.

**Description:** Cumberland County will improve this Practice in the following ways:

- ~ Teachers are trained on various assessment methods

~ Teachers use formative and summative assessments and district-adopted tools to evaluate the effectiveness of implemented curricula and its impact on student achievement and growth

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ AIG consult logs and lesson plans
- ~ AIG student work samples and student portfolios
- ~ EOG and county data
- ~ AIG differentiated curriculum units

**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:** Gifted students have unique social and emotional needs that require support; otherwise the student's learning capacity, interest, motivation and growth are inhibited. This affective support is critical to the academic growth of advanced students.

**Goals:** The Cumberland County AIG Program has the following goal(s):

- ~ To increase affective support for AIG students
- ~ To nurture potential of K-2 students

**Description:** Cumberland County will improve this Practice in the following ways:

- ~ Train and provide professional development for teachers, counselors, and other professionals who work with AIG identified students
- ~ Revise current advisement procedures for underachieving AIG students
- ~ Purchase and/or write curriculum that supports the affective domain (i.e. bibliotherapy)
- ~ Provide Professional development in the affective domain
- ~ Cluster AIG students correctly to provide like-ability support

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ Document training and professional development sessions at each school or county-wide
- ~ Advisement procedures revised and updated (upload document in 2016)
- ~ Document purchases and teacher-made curriculum
- ~ Document Professional Development in the affective domain

**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:** The Cumberland County Discovery Program serves students in grades K-2, in order to cultivate and develop academic potential of young students. The program is deemed highly successful, although additional staff and service would provide a full-scale delivery of these nurturing services. Six full-time teachers and seven part-time teachers facilitate the program at 53 schools across the district. Although this practice is mostly evident, resulting in Maintained Status, additional personnel will remain a goal.

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

**Description:** DISCOVERY PROGRAM / K-2 NURTURING SERVICE DELIVERY

Young children grow and develop at different rates cognitively, physically, and socially. Some children enter school ready for tasks which require concentration and academic skill, while others enter school at a much lower readiness level. It is sometimes difficult to determine in the early years of school those students who are truly gifted.

However, it is possible to recognize at a young age, those children who consistently reach the academic benchmarks sooner than their peers, and who, at this time in their cognitive and academic development, need educational experiences which go beyond those normally offered in primary classrooms.

Though the students are not formally identified gifted, the Discovery Program recognizes and nurtures young children who demonstrate the potential for exceptional academic performance in kindergarten, first and second grades.

#### DISCOVERY GOALS

- ~ To recognize and nurture the academic gifts of young students, K-2, from all cultural groups and across all economic strata who have the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment.
- ~ To provide challenging instructional activities through higher order thinking skills to students in K-2 grades who demonstrate gifted potential.

#### DISCOVERY ACTIVITIES

The Discovery Program nurtures young students through the following:

- ~ Collaboration with the classroom teacher to provide extension and acceleration
- ~ Creative problem-solving exercises
- ~ Critical/creative thinking skill-building activities

- ~ Deductive logic and analytical thinking activities
- ~ Evaluative and reasoning challenges
- ~ Visual-spatial exercises

## DISCOVERY METHODS

In searching for potentially gifted students, the AIG Discovery teacher becomes familiar with the students in the primary classrooms through formal and informal achievement assessment levels, discussions with the teachers, and instructional activities with the students. The classroom teacher shares with the AIG Discovery teacher the students' progress in the general curriculum and performance on various K-2 assessments.

After reviewing assessment information, the AIG Discovery teacher, in conjunction with the classroom teacher, will select students with whom to work in a small group for enrichment activities. At other times, the AIG Discovery Teacher provides materials to assist classroom teachers in differentiating for these students. The AIG Discovery teacher observes students for the manifestation of gifted behaviors and the need for differentiated instruction. The Discovery teacher takes care to include minority, ESL, economically disadvantaged, and culturally diverse students in all Discovery activities.

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ Discovery Consultation Log
- ~ Discovery Inventory of Materials
- ~ Online teacher resource materials

### **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:** The Cumberland County AIG Program works diligently to ensure collaboration among AIG and other professional staff to develop and implement differentiated curriculum and instruction. Although this practice requires continuous oversight, it is mostly evident throughout the LEA.

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

**Description:** As a means of engaging all educational personnel in the best practices in differentiating and instructing AIG students, all Cumberland County employees are encouraged to complete online coursework in Curriculum Differentiation. Teachers may complete two 30-hour courses to obtain AIG local endorsement as well. Teachers interested in teaching the AIG cluster classes on elementary

and middle school levels must complete the two courses.

AIG Collaboration continues on the development and implementation of the curriculum. ACES, GEMS, and SAGES teachers plan with cluster, honors, and Advanced Placement teachers in the development and implementation of rigorous and differentiated curriculum.

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ Rosters of CCS personnel who have completed the local endorsement coursework
- ~ Discovery Online Resources
- ~ Discovery Teacher Resources
- ~ ACES Consult Log
- ~ ACES Consultation Matrix
- ~ Middle School Consult Log
- ~ Middle School Calendar"
- ~ Advanced Placement Summer Bridge Brochure
- ~ AP Syllabi, copyrighted

**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 Discovery (K- 2), ACES (3-5), GEMS (6-8), and SAGES (9-12) AIG Programs have clearly articulated plans of differentiated instruction that match the needs of all identified students, K-12. The curriculum and strategies are reviewed annually to ensure effective programming, a continuum of services, and appropriate school transitions. The Differentiated Education Plans and IDEP, when needed, serve as documentation of compliance in service delivery.

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

**Description:** The Discovery Program (K-2) employs researched-based curriculum, as well as teacher-made curriculum, that reflects best practices for nurturing young students with potential. Each Discovery teacher utilizes a myriad of materials in their instruction. (See uploaded Discovery curriculum inventory)

The ACES Program (Accelerated Curriculum for Exceptional Students), grades 3-5, utilizes a Curriculum Matrix (see uploaded Matrix) that includes direct / pull-out curriculum, consult/push-in curriculum, and online COOL School curriculum.

The GEMS Program (Gifted Education in Middle School), grades 6-8, academic guidelines are provided in the DEP and Addenda). The SAGES Program (Secondary Academically Gifted Exceptional Services), grades 9-12, consists of Honors and Advanced Placement course offerings, in addition to enrichment activities, college planning/campus tours and academic advisement conferences.

## DIFFERENTIATED CURRICULA / INSTRUCTIONAL PRACTICES

Any curriculum that is developed by the Cumberland County Schools AIG Program builds upon and extends the North Carolina Standard Course of Study. The curriculum provides challenging learning experiences that match the service options and the students' learning needs. Any curriculum that is developed must:

- ~ Be based upon a grade level objective taken from the Standard Course of Study.
- ~ Provide instruction reflective of the highest levels of selected educational taxonomies (i.e. Revised Bloom's, Marzano's, etc.).
- ~ Incorporate critical thinking skills, problem-solving and flexible thinking activities into the instruction.
- ~ Utilize research-based educational models and strategies (i.e. Wiggins's "Understanding by Design," Costa's "Habits of Mind," Gardner's "Multiple Intelligences," et al.) in the development of curriculum, projects, and products.
- ~ Incorporate appropriate content modifications into the curriculum as described on the Differentiated Education Plans.
- ~ Provide grading rubrics for assignments.

AIG curriculum is evaluated annually by AIG certified staff for necessary updates and changes to better meet the needs of gifted students and to ensure that the curriculum reflects current best practices in gifted education.

## THE DIFFERENTIATED EDUCATION PLAN (DEP)

The Differentiated Education Plan (DEP) is developed to describe the service(s) in which the student will be involved, the learning environment where the service(s) will be offered, the content modifications that will occur for the student, and the array of special programs available to enhance the student's learning. The DEP is updated and reviewed with the parent annually or when Program changes are needed for the student. One copy is maintained in the placement record and one copy is given to the parent. Curriculum developed according to the above guidelines is used in the services provided. An Individual Differentiated Education Plan (IDEP ) may be designed if the DEP does not adequately reflect the student's program.

At the DEP Annual Review, a list of curriculum activities for the year is explained and given to the parents. Parents may also review portfolio collections of the students' work, hear presentations from the students about their learning, receive information from regular classroom teachers and counselors, and learn about extra-curricular opportunities, the testing program, and post-secondary expectations.

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ Discovery Curriculum
- ~ ACES Curriculum Matrix
- ~ GEMS Curriculum Calendar
- ~ SAGES Enrichment Schedule –
- ~ ACES "DEP"
- ~ GEMS "DEP" and "Addenda"
- ~ SAGES "DEP"

**Other Comments:**

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

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

#### **Practice A**

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

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

**Rationale:** Cumberland County Schools employs a full-time, AIG-licensed educator who guides, plans, develops, implements, revises, and monitors the local AIG Program, K-12.

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

**Description:** The AIG Coordinator in Cumberland County Schools is required to have the minimum certification or additional expertise:

North Carolina teacher's license

- ~ Minimum of three years successful classroom teaching experience
- ~ Master's Degree in Education or Subject Area
- ~ NC Licensure in Gifted Education
- ~ Minimum of three years' work experience in an AIG Program

The AIG Coordinator in Cumberland County has the minimum responsibilities:

- ~ Ensures system-wide implementation of the Local Plan and accountability of the AIG Program
- ~ Communicates with schools, outside agencies, and others regarding AIG Program policies, procedures, and concerns
- ~ Serves as liaison between the AIG Program and Central Services
- ~ Represents the AIG Program at local, regional, state and/or national meetings and LEA functions, to include online GoTo Meetings and other webinars
- ~ Initiates and oversees the development of the AIG curriculum
- ~ Maintains electronic and hard copy data on identified AIG students to include accurate Child Count data
- ~ Oversees the development of all AIG protocol, guidelines, and procedures
- ~ Oversees all AIG personnel
- ~ Conducts or oversees professional development for AIG staff and other personnel involved in the education of gifted students (i.e. local endorsement coursework, Embedded AIG Professional Development, county-wide Professional Development days, etc).
- ~ Coordinates with administrators and Human Resources in the hiring of AIG personnel
- ~ Chairs the Oversight Review Committee
- ~ Prepares AIG Allotments for review and approval
- ~ Oversees the purchasing of all AIG equipment, curriculum materials, office supplies, etc.

~ Ensures that the AIG populations receive differentiated and appropriate services at school sites

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

Licensure Documentation on file at Cumberland County Schools' Human Resources office and the Department of Public Instruction

**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:** Cumberland County AIG licensed Specialists, Lead teachers, program teachers, and diagnosticians are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of all gifted learners. Job descriptions, accountability measures, monthly logs, school visits and observations, etc. ensure that AIG personnel utilize state allocated funds strictly for the education of identified and potentially gifted (Discovery) students.

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

**Description:** AIG program personnel have specific job descriptions that highlight the minimum tasks required. All personnel have a minimum of three years successful teaching experience, a B.S. or B.A. in a subject area or education, and hold a NC License in Gifted Education.

#### AIG Specialists

- ~ Oversee AIG teachers on the assigned grade level
- ~ Oversee the development and implementation of differentiated curriculum
- ~ Conduct monthly meetings with teachers in order to disseminate, review, discuss and implement program information and curriculum
- ~ Attend system-wide AIG activities
- ~ Order materials and supplies for AIG teachers
- ~ Assist teachers in scheduling, record-keeping, and implementing all aspects of the AIG Program
- ~ Oversee implementation of the AIG Local Plan in assigned grade level
- ~ Serve on the Oversight Review Committee
- ~ May conduct or oversee workshops, Embedded Professional Development, online meetings, or other professional development initiatives
- ~ Work cooperatively with AIG Program teachers to ensure that all curriculum/service delivery appropriately meets identified or Discovery students' academic and social/emotional needs

AIG Lead Teachers may:

- ~ Serve under the AIG Specialist or as Co-Lead of a specific grade level to oversee AIG teachers
- ~ Serve a school(s) as the AIG teacher
- ~ Oversee the development and implementation of differentiated curriculum
- ~ Conduct monthly meetings with teachers in order to disseminate, review, discuss and implement program information and curriculum
- ~ Attend system-wide AIG activities
- ~ Order materials and supplies for AIG teachers
- ~ Assist teachers in scheduling, record-keeping, and implementing all aspects of the AIG Program
- ~ Oversee implementation of the AIG Local Plan in assigned grade level
- ~ Serve on the Oversight Review Committee
- ~ Conduct or oversee workshops, Embedded Professional Development, online meetings, or other professional development initiatives
- ~ Work cooperatively with AIG Program teachers to ensure that all curriculum/service delivery appropriately meets identified or Discovery students' academic and social/emotional needs.

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

Uploaded documents:

- ~ Discovery Job Description
- ~ ACES Job Description
- ~ GEMS Job Description
- ~ SAGES Job Description
- ~ Diagnostic Job Description

**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:** With professional preparation, teachers are more sensitive to the academic and affective needs of gifted students, have more strategies to meet these needs, and provide more avenues to success for these students. Although local endorsement professional development opportunities are in place and ongoing for cluster class teachers, professional development has not been a requirement for all personnel such as administrators and counselors who are involved in AIG services. The Self-Assessment and Steering Committee find this to be a significant area of focus over the next three years.

**Goals:** The Cumberland County AIG Program has the following goal(s):

~ To establish and implement professional development requirements for all personnel involved in AIG programs and services.

**Description:** Cumberland County will improve this Practice in the following ways:

~ Offer annual administrator professional development in AIG best practices and program components

~ Make Professional Development relevant to the needs of specific groups

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

~ Document Professional Development opportunities

~ Document offering of gifted courses relevant to administrators, regular education teachers, and other stakeholders

**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 Focused Practice for 2013-2016.**

**Rationale:** To reach their fullest potential, research indicates that gifted students require instructional time with like-ability learners. Support and adherence to clustering guidelines and to local endorsement procedures has been in place for several years; however, with changes in school administration and the opening of new schools, this practice was selected as a focus to ensure consistency and equitable service across the LEA. Support and adherence to clustering and endorsement should not vary from school to school.

**Goals:** The Cumberland County AIG Program has the following goal(s):

~ To appropriately cluster all AIG students in a class(es) with AIG endorsed, AIG licensed, or Advanced Placement trained teachers.

**Description:** Cumberland County will improve this Practice in the following ways:

~ Appropriately cluster AIG students in classes with like-ability learners

\*Principals may opt to place all identified students in a class (not to exceed 30)

\*Small population of AIG identified students (1-9) – cluster all AIG students together by grade level

\*Schools with 10 or more identified on each grade level – cluster equally in no more than 2-3

classes per grade level

\*No more than three cluster classes per grade level

- ~ Provide funding to properly train all Advanced Placement teachers through CollegeBoard summer institutes
- ~ Encourage all Honors teachers to complete the AIG online Professional Development
- ~ Provide input to colleges/universities on the need to add gifted education in the teacher education methodology and practicum

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ Document clustering of identified students (number assigned to each class by grade level and school)
- ~ Maintain a database of all Advanced Placement teachers at Cumberland County high schools; document completion of and/or registration and funding to attend summer institutes prior to teaching
- ~ Document completion of the AIG online Professional Development coursework

**Other Comments:**

### **Practice E**

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

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

**Rationale:** Professional Development should always be designed to improve effectiveness of teachers in meeting the needs of students. The AIG Program in Cumberland County continually strives to align its professional development with AIG goals as well as district goals and initiatives.

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

**Description:** All district and AIG professional development consists of relevant and effective strategies, skills, and information that enhance and refine AIG teacher practices. This ongoing, systemic mechanism ensures academic growth for both staff and students.

AIG Cluster teachers, who instruct gifted students in the regular cluster classroom, must complete the following AIG Professional Development requirements:

- ~ Successful completion of the online course, "Differentiation by Design: Reaching and Teaching Every Learner"
- ~ Successful completion of the online course, "Curriculum Strategies for Teaching Gifted Students"

Other school personnel are encouraged to take coursework in gifted education, either face-to-face or online in order to expand their repertoire of instructional and differentiation strategies.

Numerous professional development opportunities are employed throughout the school year to include: AIG monthly meetings, county-wide professional development days, cluster teacher meetings, curriculum development, technology training, and in-service training. AIG specialists, leads, and/or program teachers may present curriculum, social/emotional support strategies, advisement strategies, or other program components at these meetings.

AIG Personnel as well as other stakeholders are highly encouraged to attend regional, state, and national conferences and professional development opportunities that promote and support gifted education.

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ AIG Professional Development letter and requirements
- ~ <http://oll.ccs.k12.nc.us/aig-endorsement-courses/>

**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:** The Cumberland County AIG Program provides aligned professional development opportunities that advance teachers in the knowledge of the 21st century skills. These skills are constantly evolving and changing. In order for students to be competitive and successful in the global society, AIG program teachers must possess skills that promote AIG differentiation into the 21st century curriculum.

**Goals:** The Cumberland County AIG Program has the following goal(s):

- ~ To create stronger connections between technology and instructional practices.
- ~ To provide professional development for AIG program teachers that facilitates the incorporation of 21st century skills into instructional planning.

**Description:** Cumberland County will improve this Practice in the following ways:

- ~ Implement professional learning communities among AIG program teachers (grade level and vertical teaming)

- ~ Promote staff development opportunities
- ~ Use an array of technology and skill bases (i.e. blogs, wikis, vokis, video production, Bridgit, Edmodo, etc.)
- ~ Continue to purchase resources and technology to support this goal as funding allows

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ Staff development logs and agendas
- ~ Monthly meeting agendas
- ~ Student portfolios
- ~ Resources and materials inventories
- ~ County presentations at NCAGT and other conferences

**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:** We have selected this as a maintained practice as time has been allocated for AIG teachers to work on coordinated plans and methods of implementing professional development. The county provides professional development days which allow for AIG teachers to collaboratively plan together. Monthly AIG teacher meetings incorporate time for professional learning communities to develop and revise curriculum and share best practices.

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

**Description:** Cumberland County will improve this Practice in the following ways:

- ~ Host Professional Development sessions for AIG teachers
- ~ Collaboratively plan with AIG teachers in grade levels, vertical teams, and/or professional learning communities
- ~ Host webinars (GotoMeetings) for the AIG staff, cluster teachers, administrators, etc.

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ Documentation/agendas of AIG Professional Development
- ~ Documentation of collaborative meetings and outcomes
- ~ GotoMeeting license – provided by Exceptional Children's Program services; archived meetings will serve as evidence

**Other Comments:**

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

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

### **Practice A**

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

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

**Rationale:** The Cumberland County AIG Program has a comprehensive K-12 program that offers multiple services and addresses the academic, intellectual, social and emotional components of gifted and potentially gifted learners. The AIG Program understands the importance of comprehensive programming for the whole child, not only the academic elements. Although these services and programs are delivered across all grade levels, reviews and needs assessments are completed annually as a means of monitoring and adjusting.

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

**Description:** DISCOVERY (grades K-2) Nurturing Program

The AIG program provides Discovery services at each Cumberland County elementary school. Students are selected using multiple criteria to participate in this challenging and nurturing program. Although Discovery students are not formally identified, many are identified after completing the second grade.

ACES Blended Model (grades 3-5)

Each elementary school selects from the following service options after assessing its AIG student population and academic needs:

In this service option, AIG students, identified in reading and/or math, are appropriately clustered for instruction with other academically capable students. This service delivery model allows schools the flexibility of determining the degree of consultation and pull-out, based on the unique needs of the school's culture and population. In this blended service model, the AIG teacher may serve AIG students by going into the classroom to work with the regular teacher with differentiation/planning instructional units and by consulting with the teacher to prepare differentiated units. The AIG teacher also serves AIG identified students by pulling them out of the cluster classroom to participate in units of study, which extend the NC Standard Course of Study. The locally endorsed regular classroom teacher plans and teaches challenging enrichment and accelerated instructional activities, with guidance from the licensed AIG teacher.

ACES Grouped Class (grades 3-5)

In this service delivery option, AIG students are grouped together for instruction for part of the day.

The AIG teacher follows the Standard Course of Study, but the lessons are accelerated and more rigorous than the basic Core Curriculum and include a variety of challenging enrichment activities.

#### COOL School (Children Operating On-Line) (grades 3-5)

In this service option, AIG students receive their instruction online to complete units of study, submitting assignments electronically. They may meet online regularly for live work sessions as well. This service delivery is always combined with another service delivery model.

#### GEMS (grades 6-8)

##### GEMS Cluster Classes (grades 6-8)

In this service option, the identified AIG students are clustered for instruction in math and reading with other academically capable students (see guidelines). The cluster classes are enhanced by more rigorous reading and math activities that extend beyond the NC Standard Course of Study. Cluster classes are taught by the locally endorsed regular classroom teacher, with guidance from the AIG licensed teacher. The school's AIG teacher teaches a maximum of two cluster classes. The AIG teacher also supports the regular cluster classroom teachers by providing various AIG instructional materials, books, and instructional activities.

##### Sixth Grade Cluster Classes (AIG Reading and/or AIG Math)

##### Seventh Grade Cluster Classes (AIG Reading and/or Pre-Algebra)

##### Eighth Grade Cluster Classes (AIG Reading and/or Algebra I)

Though not only for identified gifted students, Pre-Algebra and Algebra I classes provide challenging math instruction for those students motivated and prepared to take the classes at the middle school level. Pre-Algebra and Algebra I classes follow the Standard Course of Study and the Algebra I End-of-Course test is administered to students. Algebra I students receive high school credit.

#### GEMS Resource Classes

In this service option, the identified AIG students are clustered for instruction in math and reading with other academically capable students (see guidelines). Students participate in activities with the AIG teacher in the areas of reading, math, critical and creative thinking, and writing. Research projects are completed and supplemental activities such as Junior Great Books Reading Program are used to strengthen students' literacy and cognitive skills. AIG Resource at this level is typically offered in schools with low enrollments of AIG students.

#### GEMS Hybrid Service Option

In this hybrid service option, instead of serving as teacher of record for two classes, the AIG teacher works with all cluster teachers at each grade level to provide differentiated lessons and activities that will enhance classroom units. In this option, the AIG teacher may pull students out of the classroom for some differentiated activities, similar to that in the Resource service option, but spends most of the instructional time in cluster classrooms. In this service delivery model, the AIG teacher serves as an

expert in the field of infusing rigorous differentiated curriculum and implementing best practices in gifted education. This option is generally for large AIG enrollment schools.

SAGES (grades 9-12)

On the high school level, AIG teachers facilitate the following service options:

#### SAGES Enrichment Sessions

Identified students participate in enrichment sessions designed and conducted by the AIG teacher to enhance their high school academic experience. These sessions include, but are not limited to, field trips, college planning programs, and presentations in the academic and arts areas. Student interaction is encouraged and feedback is expected following each session.

#### Academic Counseling and Advisement

Identified students participate in group, as well as individual, academic counseling activities with the AIG teacher. Course selection, registration, SAT/ACT Prep, college and career advisement, and scholarship searches are but some of the counseling opportunities provided to the AIG students. Field trips to colleges and universities and discussions with college/university admissions officials are provided.

AIG students receive newsletters from the AIG Consultants detailing important test dates, college preparation advisement, student achievements/accolades, and other valuable information.

#### Advanced Curriculum Opportunities

The AIG Program expects identified AIG students to participate in the College Pathway Curriculum, taking as many challenging courses as possible. These include:

- Honors Classes
- Advanced Placement Courses
- College Connections Courses
- NCVPS/Online courses

Additionally, AIG students may participate in Schools of Choice opportunities, to include International Baccalaureate, Classical Studies, Global Studies, and other individual school Academies.

### DIFFERENTIATED CURRICULA / INSTRUCTIONAL PRACTICES

Any curriculum that is developed by the Cumberland County Schools AIG Program builds upon and extends the North Carolina Standard Course of Study. The curriculum provides challenging learning experiences that match the service options and the students' learning needs. Any curriculum that is developed must:

- ~ Provide instruction reflective of the highest levels of selected educational taxonomies (i.e. Revised Bloom's, Marzano's, etc.).

- ~ Incorporate critical thinking skills, problem-solving and flexible thinking activities into the instruction.
- ~ Utilize research-based educational models and strategies in the development of curriculum, projects, and products.
- ~ Incorporate appropriate content modifications into the curriculum as described on the Differentiated Education Plans.

AIG curriculum is evaluated annually by AIG certified staff for necessary updates and changes to better meet the needs of gifted students and to ensure that the curriculum reflects current best practices in gifted education.

## THE DIFFERENTIATED EDUCATION PLAN (DEP)

The Differentiated Education Plan (DEP) is developed to describe the service(s) in which the student will be involved, the learning environment where the service(s) will be offered, the content modifications that will occur for the student, and the array of special programs available to enhance the student's learning. The DEP is updated and reviewed with the parent annually or when Program changes are needed for the student. Curriculum developed according to the above guidelines is used in the services provided. An Individual Differentiated Education Plan (IDEPs) may be designed if the DEP does not adequately reflect the student's educational needs. A DEP is developed for every student who is identified as needing differentiated services.

### Review of Student Progress

Monitoring the student's progress in the AIG Program occurs on an ongoing basis. It is necessary to evaluate how well the student is performing within the AIG Program and if those services are meeting the student's needs. Student progress in the AIG Program is reviewed quarterly in order to determine if additional support is needed. The student's progress reports, report cards, standardized testing results, and portfolio of collected AIG products document the student's progress.

After reviewing the progress indicators, the AIG Needs Determination Team decides if the student has satisfactorily completed AIG and regular education assignments, has participated in class, and continues to demonstrate a need for challenging, differentiated studies. Students who are not showing adequate progress receive academic advisement for a minimum of two consecutive grading periods. The AIG teacher serves as the advisor, working with the student and parents to formulate and carry out the advisement plan. The AIG Needs Determination Team then reviews this information and recommends continued services, advisement, or a return to regular education on inactive status. Inactive status means the student does not have an active DEP. A new DEP will be initiated when the student qualifies for differentiated services.

Placement on inactive status does not mean the student is no longer gifted. However, by definition, a gifted student performs or has the potential to perform at substantially high levels of achievement and requires differentiated services. When the student does not achieve and/or does not participate in a challenging academic course of study, the student's needs can be met in the regular classroom and inactive status is indicated.

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ Advisement documents
- ~ ACES (grades 3-5) "DEP"
- ~ GEMS(grades 6-8) "DEP" and "Addenda"
- ~ SAGES (grades 9-12) "DEP"
- ~ Yearly Performance Review (grades 3–12)

### **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:** The Cumberland County AIG Program is aligned with program goals and services in students' area(s) of identification, as well as in line with Cumberland County's resources.

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

**Description:** The comprehensive goal of the Academically/Intellectually Gifted Program is to provide identified students with an appropriate and advanced differentiated education beyond that of the North Carolina Standard Course-of-Study.

Cumberland County Schools understands that the services of the AIG Program are but a part of a gifted student's total education. The AIG Program, regular education program, and numerous extracurricular programs work collaboratively to recognize and celebrate the students' special gifts for learning and achievement by providing students with challenges and opportunities for academic growth. In Cumberland County, these programs converge and blend to teach students to be lifelong learners who are capable of thinking critically, acting creatively, and achieving excellence.

The AIG Program staff employs the district and schools' strategic improvement plans and goals. Resources of our LEA are taken into consideration as a means of fulfilling academic and social/emotional needs of our gifted students.

### AIG Program Goals

**Goal:** To employ an identification system that is equitable and flexible in application which ensures representation among students from diverse ethnic and socioeconomic backgrounds.

**Objective:** Utilize identification procedures that incorporate the use of multiple criteria, which reduces the disparity that exists among traditionally under-served populations, while identifying any student (grades 3-12) in need of gifted services.

**Evidence:** Multiple criteria is included in the screening and identification processes to include non-traditional measures.

Goal: To provide an array of service options and educational experiences that support individual growth at varying levels of ability, need, and interest, thus allowing students the opportunity to learn advanced material at an accelerated rate.

Objective: Implement service delivery models that provide students with opportunities for challenging, rigorous, and interesting academic experiences.

Evidence:

- ~ COOL School, the online service option for grades 3-5, is regularly updated and revised to address additional curriculum needs.
- ~ K-12 AIG curriculum was updated to meet the needs of the 21st century gifted learner.
- ~ Advisement procedures were developed and are implemented in grades 3-12.
- ~ Affective professional development is ongoing, with ample research and literature purchased for each AIG program teacher.

Goal: To prepare teachers to implement differentiation, rigor, and advanced learning strategies in order to meet the needs of gifted students and their unique learning styles.

Objective: Encourage all teachers to complete coursework in gifted education via online or face-to-face Professional Development opportunities.

Objective: Require all cluster and Honors teachers to obtain local gifted endorsement.

Objective: Obtain additional funding to provide AIG staff members advanced training in the current and best gifted practices and strategies.

Evidence:

- ~ Most elementary and middle cluster class teachers are locally endorsed.
- ~ Many Advanced Placement and Honors teachers are locally endorsed.
- ~ All Advanced Placement teachers have completed AP training through a College Board Summer Institute.
- ~ Funding for professional development is an ongoing request.

Goal: To coordinate the education of gifted students with other system-wide initiatives in an effort to ensure that rigorous differentiated curricula and research-based instructional practices are implemented in each school.

Objective: Designate AIG teachers as schools' "resident experts" on infusing rigor and differentiation into the curriculum.

Objective: Encourage AIG teachers to serve on school and system-wide committees in order to provide input from a gifted education perspective.

Evidence: AIG personnel are involved in a variety of school system activities and initiatives.

## AIG CLUSTER CLASS GUIDELINES

AIG Cluster teachers (grades 3-8), High School Honors teachers and Advanced Placement teachers

work collaboratively with the AIG teacher to ensure best practices are implemented for gifted students.

Appropriately clustered AIG students are scheduled in classes with like-ability learners. School personnel should follow these guidelines when developing AIG clusters:

- ~ If a school has a small population (1-9) of identified students, principals should cluster all AIG students together by grade level.
- ~ In schools with 10 or more identified students per grade level, principals should cluster equally in no more than two classes per grade level. There should be no more than three cluster classes per grade level.
- ~ Principals may opt to place all identified students in a class (not to exceed state guidelines).
- ~ Cluster class size should be such that it is able to accommodate newly identified students.

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ More minority and under-represented children have been identified using the implemented protocol. Confidential Test and Placement Data are archived.
- ~ Additional COOLSchool curriculum units have been developed and implemented and the units are accessible through the CCS COOL School password protected web-site.
- ~ Completion of local AIG endorsement for cluster class teachers is documented at the Cumberland County Schools Professional Development department.
- ~ All Advanced Placement teachers have completed AP CollegeBoard Summer Institute training and will continue to attend training as needed.

**Other Comments:**

**Practice C**

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

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

**Rationale:** The AIG program in Cumberland County Schools is an active partner in initiatives, policies and procedures in order to support AIG students' needs. The AIG Program is committed to adhering to the comprehensive goals of our LEA.

**Goals:** The Cumberland County AIG Program has the following goal(s):

- ~ To offer differentiated services that meet the social, emotional and intellectual needs of AIG students that supports county initiatives and goals.

**Description:** Cumberland County will improve this Practice in the following ways:

- ~ Adapt and align current AIG curriculum with Common Core and Essential Standards.
- ~ AIG specialists share best practices for social, emotional and intellectual development of gifted students with all stakeholders.

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ Differentiated Education Plan and addendums
- ~ CCS AIG curriculum matrix
- ~ Support Materials (books, magazines, websites)
- ~ AIG Activity Logs
- ~ Meeting Agendas

**Other Comments:**

**Practice D**

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

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

**Rationale:** The AIG program strives to keep all stakeholders informed of differentiated services and AIG instruction. Feedback from surveys indicated that this practice needs to be a focus area.

**Goals:** The Cumberland County AIG Program has the following goal(s):

- ~ To use various forms of communication to keep stakeholders informed about differentiated services.

**Description:** Cumberland County will improve this Practice in the following ways:

- ~ The Cumberland County AIG Local Plan is available online.
- ~ AIG Consultants collaborate with AIG cluster teachers on lesson planning, strategies, and differentiation for AIG students.
- ~ AIG staff meets with stakeholders to disseminate information regarding the AIG Local Plan.

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ AIG Local Plan Link
- ~ Edmodo
- ~ AIG Webpage
- ~ AIG At a Glance (quick reference guide for stakeholders)
- ~ Google Docs

**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:** The Self-Assessment and surveys indicate that there is a weakness in our communication among and between teachers and school levels. It is imperative to keep those involved in the lives of gifted students informed about the program and what opportunities are available.

**Goals:** The Cumberland County AIG Program has the following goal(s):

~ To establish a vertical line of communication between teachers and schools.

**Description:** Cumberland County will improve this Practice in the following ways:

- ~ Improve communication with teachers, counseling staff, and administrators on the academic progress of AIG students
- ~ AIG teachers may serve on his/her respective schools' SIT Teams
- ~ Discuss AIG expectations, requirements, content modifications, clustering, and program initiatives with students and parents at the transitional grade levels
- ~ Host GoToMeetings for AIG staff, cluster teachers, district vertical teams, and/or administrators to ensure a continuum of AIG services, especially at key transition points

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ Documentation of communication (memorandums, letters, emails, presentations, etc.)
- ~ Schools' School Improvement Team rosters
- ~ Documentation of parent meetings, in addition to annual DEP meetings
- ~ Exceptional Children's license for GoTo Meeting sessions; archived sessions will serve as documentation of evidence

**Other Comments:**

**Practice F**

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

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

**Rationale:** The Cumberland County AIG Program works diligently to ensure collaboration and

involvement among all school staff and stakeholders in order to provide excellent differentiated programming and services. Our LEA recognizes the importance of creating lifelong learners, capable of thinking critically, acting creatively, and achieving excellence.

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

**Description:** Cumberland County Schools understands that the services of the AIG Program are but a part of a gifted student's total education. The AIG Program, regular education program, and other school resource programs work cooperatively to recognize and celebrate the students' special gifts for learning and achievement by providing students' academic challenges and opportunities for academic growth.

In keeping with the mission of Cumberland County Schools, the Board of Education adopts the following North Carolina definition of giftedness:

"Academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared to others of their age, experience, or environment; academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated services beyond those ordinarily provided by the regular education program. Outstanding abilities are present in students from all cultural groups, across all economic strata and in all areas of human endeavor."

Cumberland County Schools and the AIG Program staff are dedicated to providing gifted and potentially gifted students the opportunity to become independent learners and decision makers who recognize their potential and responsibilities in a changing global society. They embrace the State Board of Education's mission in which "every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century." By supporting the differentiation required in the education of AIG students, Cumberland County Schools and the AIG Program staff believe that quality and comprehensive programming is essential.

Our school system and AIG Program staff fully recognize and appreciate the special intellectual, social, and emotional needs of gifted learners; they support the need for an enriched educational environment designed to develop superior thinking skills with curriculum that offers greater complexity, more depth, and a faster pace. Cumberland County Schools is dedicated to providing differentiated instructional services for students from a variety of social, economic, and cultural backgrounds. These services are designed to foster self-directed, life-long learning by encouraging exploration, inquiry, in-depth study, and reflective thinking. Within these services, students are expected to excel in rigorous and relevant curriculum, ensuring that our students are globally competitive in the 21st century.

The differentiated services provided to all gifted (grades 3-12) and potentially gifted students (K-2) in Cumberland County are developed and implemented to ensure that these students thrive cognitively and affectively. When an appropriately differentiated education is provided, gifted learners will become capable, valuable, effective, and successful contributors to our global society.

Another important component of the comprehensive programming is the embedded and online professional development that is offered to all schools and staff. All teachers who work with gifted

students are encouraged to complete the online local endorsement coursework. Cluster teachers are required to complete this coursework in order to understand gifted characteristics, how to develop curriculum that is differentiated for the advanced student, and how to implement best practices in gifted services.

AIG staff members lend their expertise and leadership at the district and school level by sharing instructional strategies in differentiating for advanced learners. AIG teachers meet and plan with other school personnel throughout the school year, often serving as a resource for professional development in the areas of recognizing and nurturing gifted learners, differentiation, and creation and delivery of rigorous curriculum. By collaborating with other school personnel, the unique learning needs (mode, interest, readiness, degree of challenge, etc.) of gifted students are better served.

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ Embedded Professional Development
- ~ Newsletters
- ~ Monthly Activity Logs (K-12)
- ~ Discovery (K-2) Logs
- ~ ACES (3-5) Consult Log
- ~ Needs Determination Team Minutes (Confidential)
- ~ AIG Staff Development Presentations

**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:** Although steps have been made to improve this practice, surveys indicate this is an area of continued focus. In order for students to achieve academic success, their social and emotional needs must also be addressed. Collaboration with these stakeholders ensures success.

**Goals:** The Cumberland County AIG Program has the following goal(s):

- ~ To establish training groups for counseling personnel, regular education teachers, AIG specialists, parents/families and others in the social and emotional needs of AIG students.

**Description:** Cumberland County will improve this Practice in the following ways:

- ~ Hold Parent Advisory meetings
- ~ Hold meetings with counselors throughout the district to share and discuss the social/emotional needs and concerns of gifted students

- ~ Host Parent Nights at schools, by district, or system-wide for AIG parents and students
- ~ Host GoTo Meetings with counseling personnel, regular education teachers, and/or administrators to share best practices in addressing the social and emotional needs of gifted students
- ~ Increase awareness of the AIG Parent Lending Library

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ Parent Advisory members picked by committee and headed by Coordinator; Meeting agendas and minutes will be uploaded as documentation
- ~ Encourage stakeholders to attend and participate in an AIG Affective workshop/PD session; Meeting agendas, minutes, presentation uploaded
- ~ Uploaded documentation of Parent Nights
- ~ Exceptional Children's license for GoTo Meeting sessions; Archived sessions uploaded as evidence of completion

**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:** The Cumberland County AIG Program continues to articulate and implement an effective acceleration process for grade and subject acceleration when an appropriate body-of-evidence indicates that the practice is warranted for an identified student.

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

**Description:** THE ACCELERATED SERVICE OPTION  
GRADES 3-12

Some students achieve remarkably well and may need subject or grade advancement, in addition to other differentiated services. For these students, a case study is prepared, using specific criteria for subject and grade advancement. This service option may be used at any grade level; however, students contemplating early high school graduation must meet the North Carolina graduation requirements. This option requires careful consideration and an Individual Differentiated Education Plan may be needed.

CRITERIA CHART

Subject Advancement

~ Approved Intellectual Assessment 97th %tile Full Scale Score (minimum)

- ~ Achievement Test Score  
Four years above grade level in reading or math
- ~ Written Teacher recommendation
- ~ Written Principal recommendation
- ~ Written AIG Teacher recommendation
- ~ Written statement of interest from student
- ~ Maximum class performance in subject for more than one year
- ~ Social/Emotional development - (School Psychologist statement)
- ~ Written Parent statement of interest

#### Grade Advancement

- ~ Approved Intellectual Assessment 97th % tile FS Score (minimum)
- ~ Achievement Test Score  
Four years above grade level in reading and math
- ~ Written Teacher recommendation
- ~ Written Principal recommendation
- ~ Written AIG Teacher recommendation
- ~ Written statement of interest from student
- ~ Maximum class performance in all subjects for more than one year
- ~ Social/Emotional development - (School Psychologist statement)
- ~ Written Parent statement of interest

#### Subject/Grade Advancement Procedures for Identified AIG Students

If an AIG student requires subject or grade acceleration or parents of an AIG student request acceleration, the AIG teacher and school must follow the procedure outlined in the Local Plan. If, however, the request is for a student not identified as AIG, the school may use the AIG procedure but is not required to do so. Principals or school-based committees may have other procedures in place for such a request, but generally they seek advice from the AIG Program.

AIG teachers must adhere to the following procedures for AIG student acceleration requests:

- ~ Request a written parent "Statement of Interest" for subject or grade acceleration
- ~ Check records to determine if the student has achieved at maximum class performance in the subject for more than one year (if subject acceleration) or all subjects for more than one year (if grade acceleration). If the student has not met these criteria, the AIG teacher should request a parent conference to share that information and conclude the acceleration procedure at this point
- ~ If the records indicate that the student has met the class performance criteria, discuss the request with the site principal
- ~ After obtaining parent statement, request recommendation letters from both the student's classroom teacher and the principal
- ~ Write an AIG teacher recommendation
- ~ Request a written student "Statement of Interest in Acceleration"
- ~ Send the "Consent for Evaluation" to the parent
- ~ Complete the top portion (informational section) of the "AIG Summary of Indicators," page 1; make copies of either the report cards or scholastic grade sheet, the statements of interest and the letters of recommendation
- ~ When the "Consent for Evaluation" is returned, submit the entire packet to the school psychologist to request testing

After the psychologist completes the testing, invite the psychologist to a Needs Determination Team meeting to discuss the testing results and the social/emotional development. At this time the Needs Determination Team should sign the Grade/Subject Advancement form, indicating "Grade or Subject Advancement" or "No Grade or Subject Advancement." The recorder should keep accurate minutes of this meeting.

#### Non-Acceleration Procedures

If a student does NOT meet the acceleration criteria, follow these procedures:

- ~ Complete the Grade/Subject Advancement form to denote "No Acceleration Recommended"
- ~ Send the parent an Invitation to Conference (the principal may be a participant in the meeting)
- ~ Place a copy of the Acceleration packet in the front of the AIG record and submit it to ORC

#### Acceleration Procedures

If the student meets the acceleration criteria, the AIG teacher will follow these procedures:

- ~ Complete the Grade/Subject Advancement form to denote "Grade or Subject Advancement"
- ~ Send the parent an Invitation to Conference (the principal may be a participant in the meeting)
- ~ Complete a DEP with the parent and obtain parent signature for subject or grade level acceleration
- ~ Place copies of the Acceleration packet in the front of the AIG record and submit it to ORC
- ~ Begin serving the student on the advanced grade level or in the advanced subject level.

#### IMPORTANT INFORMATION TO SHARE WITH PARENTS:

Transportation will not be provided by the school or the AIG Program to accommodate a grade or subject advancement.

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ Acceleration Cases
- ~ Grade/Subject Acceleration protocol

**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:** With the increase of culturally diverse populations to our LEA, as well as new Cumberland County educational initiatives, the Steering Committee recognizes the need for increased emphasis in this particular area. The Cumberland County AIG program recognizes that students from diverse backgrounds manifest giftedness. The LEA is committed to identifying the academic needs of students from all populations. The AIG program seeks ways to identify and implement programming and specific nurturing initiatives to improve the representation, participation, and performance of under-represented populations.

**Goals:** The Cumberland County AIG Program has the following goal(s):

- ~ Increase the effectiveness of nurturing, screening, placing and supporting under-represented populations through screening and placement criteria and curriculum.

**Description:** Cumberland County will improve this Practice in the following ways:

- ~ Offers K-2 nurturing program that has a focus on under-represented populations
- ~ Create a screening team to assist at schools with a high enrollment of under-represented populations
- ~ Collect data on screening and placement of under-represented populations
- ~ Distribute data to individual AIG teachers
- ~ Investigate potential curriculum extensions to support under-represented populations
- ~ Promote awareness of under-represented populations

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ Shared files (lesson plans, links to resources)
- ~ Pathway 2 identification protocol
- ~ Screening profiles

- ~ Test data analysis
- ~ Resources (books, magazines, etc.)

**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 Cumberland County AIG Program highly encourages AIG students to participate in extra-curricular programs and events because these activities enhance and further develop students' needs and interests.

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

**Description:** At each level of service, grades K-12, AIG teachers provide students and parents with information and assistance pertaining to extra-curricular interests and activities that will enrich students' academic strengths. In many cases, the AIG teacher serves as the advisor or sponsor of the academic activity.

Elementary (K-2)

Fascinate U Discovery Night  
Discovery Student Competition link (on webpage)  
Home enrichment resources (on webpage)  
Community resources link (on webpage)

Elementary (3- 5) Extra-curricular Activities

Daughters of the American Revolution Essay Contest  
Science/Math Fairs  
Spelling Bee  
Modern Woodmen of America Speech Contest  
Battle of the Books  
Quiz Bowl  
Duke TIP Program  
ACES Summer Enrichment (local program)  
Science Olympiad  
Fayetteville State University Math and Science Family Night  
Chess Club  
Academic Clubs and Organizations

Middle School (6-8) Extra-curricular Activities

Forensics Program  
Modern Woodmen of America Speech Contest  
Science Olympiad  
Daughters of the American Revolution Essay Contest  
Math Counts  
Algebra and Geometry Competitive Teams  
Battle of the Books  
Quiz Bowl  
Spelling Bee  
Young Author's Contest  
Duke TIP Program  
Methodist University STeM Camp Collaboration  
Academic Clubs and Organizations

High School ( 9- 12) Extra-curricular Activities

Forensics Program  
Math Competitions  
Quiz Bowl  
NC Governor's School  
NC School of Math and Science  
Summer enrichments  
Community mentorships  
Volunteer organizations  
Performing Arts areas of study  
AP Summer Bridge (local AP summer enrichment program)  
Science Olympiad  
School Government  
Academic Clubs and Organizations  
Summer Ventures in Science and Math  
Mock Trials  
Princeton Model Congress

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ Discovery webpage link
- ~ ACES (3-5) DEP
- ~ GEMS (6-8) DEP and Addenda
- ~ SAGES (9-12) DEP
- ~ SAGES (9-12) Year End Progress Report
- ~ ACES Summer Enrichment Brochure
- ~ Methodist University STeM Camp Summer Enrichment Brochure
- ~ AP Summer Bridge Brochure
- ~ Duke TIP Scholarship Cover and Application

**Other Comments:**

## **Standard 5: Partnerships**

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

### **Practice A**

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

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

**Rationale:** Feedback from surveys indicate that there is an ongoing need to foster partnerships with parents/families and the community.

**Goals:** The Cumberland County AIG Program has the following goal(s):

~ To increase partnerships with parents/families and the community.

**Description:** Cumberland County will improve this Practice in the following ways:

- ~ Collaborate with local colleges and universities to establish and maintain programs for AIG students.
- ~ Work cooperatively with local organizations, businesses and governmental agencies to extend the educational opportunities beyond the classroom.
- ~ Increase communication between the AIG program and parents/families regarding opportunities within the community.

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ Flyers
- ~ Agendas
- ~ Invitations
- ~ Newsletters
- ~ Websites
- ~ Pictures
- ~ Contracts

**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:** The Cumberland County AIG Program currently shares with all stakeholders the identification processes, the AIG Local Plan, and all procedures and policies relating to gifted education in our LEA.

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

**Description:** The Differentiated Education Plan (DEP)

The Differentiated Education Plan (DEP) describes the service(s) in which the student will be involved, the learning environment where the service(s) will be offered, the content modifications that will occur for the student, and the array of special programs available to enhance the student's learning. The DEP is updated and reviewed with the parent annually or when Program changes are needed for the student. Curriculum developed according to the above guidelines is used in the services provided. An Individual Differentiated Education Plan (IDEPs) may be designed if the DEP does not adequately reflect the student's program.

#### THE DEP MEETING

The initial DEP is reviewed with the parent at the time the student is identified as gifted and in need of differentiated instructional services. Thereafter, the parent is invited annually to review and update the DEP. One copy of the DEP is maintained in the AIG placement record and one copy is given to the parent.

#### PARENT AND COMMUNITY INVOLVEMENT

In order to communicate effectively with parents and the community, various strategies are employed. They include, but are not limited to the following:

- Meetings with parents to discuss Differentiated Education Plans
- Meetings with parents to review student portfolios (school site)
- PTA meetings
- School-site activities
- Parent-Teacher conferences
- AIG Progress Reports (grades 3-5)

- CCS AIG Program website/Individual school websites
- Student/Parent advisement procedures
- AIG Newsletters to parents/students
- Newspaper articles, media interviews, and special program bulletins
- Brochures designed to inform parents and the community about the service options and summer enrichment programs
- Information disseminated in multiple languages (in cooperation with ESL Program.)
- Informational letters, emails and phone calls
- Reciprocal relationship with Methodist University, Fayetteville State University, Fayetteville Technical Community College, and UNC-Pembroke to include student academic programs, use of resources, staff development, and use of facilities

The Cumberland County Schools' AIG Program works diligently to ensure that all gifted program procedures and policies are clear and available to all stakeholders. There are numerous mechanisms in place to support that collaboration. Students, parents, community members, and all school personnel are provided access to AIG brochures, newsletters and Internet information sites.

Stakeholders are also made aware of summer enrichment programs that are available to AIG students. "Save the Date" and brochures are distributed to all eligible students and their families.

Identified students and parents receive an Invitation to Conference and copies of the DEP/Addenda upon initial placement. At that time, the identification criteria is shared. If a student requires Academic Advisement due to low performance, the parent and student are again invited to attend an individual conference to discuss and develop a plan of action. Parents are continually notified of advisement procedures and/or Inactive Status.

Newsletters, direct mailings, emails, phone calls, portfolio reviews, advisory meetings, are a few of the ways in which stakeholders are notified and informed of program initiatives and meetings. The AIG Program strives to provide relevant information that is precise, clear, and accurate. Cumberland County school personnel are kept informed through brief presentations, embedded professional development sessions, teacher newsletters, the AIG Handbook, and both the Internet and Intranet sites. Feedback and input from the local endorsement coursework and workshop sessions are valuable means of monitoring and adjusting the program components.

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ AIG Brochure
- ~ ACES Summer Enrichment brochure

- ~ GEMS Summer Enrichment brochure
- ~ SAGES Summer Enrichment brochure
- ~ Advisement Plan of Action
- ~ Documentation of Advisement
- ~ AIG Progress Report" (3-5)
- ~ Duke TIP Flyer
- ~ Fayetteville State University Math & Science Night Flyer
- ~ Fascinate U Discovery Night Flyer

Other sources of evidence:

- ~ Discovery Principal/Parent/Teacher information letters
- ~ Discovery Website and Edmodo Page
- ~ ACES Newsletter
- ~ SAGES Newsletter
- ~ CCS Portal

**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:** The Cumberland County AIG Program involves all stakeholders in the development, implementation and monitoring of the CCS AIG Program.

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

**Description:** Needs Assessments, surveys, and focus groups are but a few of the ways in which stakeholders are involved in the development and monitoring of the AIG program and plan. A Steering Committee guides the rewriting of each Local Plan.

Students, parents, administrators, teachers, and community members are invited to attend various school site functions in which the AIG teacher is available to discuss program components. Students, parents, administrators, and teachers are also encouraged to complete an AIG Survey at which time they can evaluate specific components of the AIG Program (i.e. identification procedures, service delivery models, AIG curriculum, etc.). Input from these surveys and interviews are utilized in revising and modifying current program components.

Parents are invited annually to attend a Differentiated Education Plan meeting at which time program curriculum and other delivery components are explained and discussed. Additional meetings may be requested by the AIG teacher or by the student or parent.

At the school level, the Needs Determination Team meets, discusses, and decides on student

identification, non-placement, inactive status, and reactivation. The Team may also determine that an Individual Differentiated Education Plan (IDEP) and/or subject/grade acceleration is required. In these cases, parents, psychologists, administrators, Student Services Teams, and others may be involved. The Needs Determination Team is required to document and retain accurate minutes of each meeting. On the district level, the Oversight Review Committee serves as a "checks and balances" mechanism, reviewing all cases submitted.

#### AIG Advisement

Students' grade performance is monitored throughout the year. Students whose performance falls below the minimum criteria are placed on Academic Advisement. Advisement proceedings may include the following stakeholders: AIG Student, AIG Teacher, Cluster Teacher, Needs Determination Team members, Parent, Administrator, Guidance Counselor, School Psychologist.

#### Yearly Performance Review

At the end of the school year, an academic performance review is completed by the school's Needs Determination Team. Students whose performance falls below the minimum criteria and have been on advisement are placed on inactive status. Students who continue to meet AIG criteria will continue to receive AIG differentiated services.

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ Needs Determination Team Minutes form
- ~ Documentation of Advisement"
- ~ Notification of Advisement"
- ~ Plan of Action"

Other sources of evidence:

- ~ Steering Committee minutes and rosters
- ~ Surveys and Needs Assessment information

#### **Other Comments:**

#### **Practice D**

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

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

**Rationale:** The AIG program has resources available to effectively communicate opportunities to all stakeholders in their native language.

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

**Description:** The Cumberland County AIG Program recognizes the importance of maintaining communication with all parents.

- ~ Translations are available in numerous languages on the CCS website.
- ~ Translators are available on an as-needed basis.
- ~ The AIG Program will collaborate with the ESL Department as needed.

**Planned Sources of Evidence:** ~ CCS Website "Select Language" link  
~ Translator noted on AIG Documentation

**Other Comments:**

**Practice E**

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

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

**Rationale:** The AIG Program is rarely seen as part of other county, school, or program partnerships; AIG support is generally considered a separate entity. The AIG Program should be included in Cumberland County Schools' comprehensive planning.

**Goals:** The Cumberland County AIG Program has the following goal(s):

- ~ To form and extend partnerships across the community.

**Description:** Cumberland County will improve this Practice in the following ways:

- ~ Participate in community activities such as the Reading Rocks Walk-a-thon
- ~ Continue current partnerships and increase partnerships with Fayetteville Technical Community College, Fayetteville State University, Methodist College, Campbell University, and UNC-Pembroke.
- ~ Establish a pool of partnership opportunities for mentoring, financial initiatives, curriculum experiences, etc.

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ AIG participation in the annual Reading Rocks event; flyers, pictures, and other documentation
- ~ Flyers, Agendas, Event documents
- ~ Documentation of an established pool of partnership opportunities
- ~ Chick-fil-A Spirit Day

**Other Comments:**

## **Standard 6: Program Accountability**

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

### **Practice A**

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

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

**Rationale:** Cumberland County Schools remains in compliance in developing and implementing an AIG Local Plan in accordance with state legislation and policy. Each Local Plan has been reviewed and approved by the Cumberland County Board of Education and sent to SBE/DPI for review and comment.

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

**Description:** Cumberland County Schools' Academically/Intellectually Gifted (AIG) Program began in 1976 in response to the requirements of the North Carolina Creech Bill legislation. In its commitment to excellence and quality services for students, the AIG Program has continuously evolved to reflect current best practices in the identification, instruction, and support of gifted students.

Cumberland County Schools AIG Program has been and continues to be recognized in North Carolina for its innovative and visionary practices. In 1994, because of its work in the identification of minority students, Cumberland County Schools served as one of nine pilot sites in the state for developing innovations in identifying and serving gifted students. Subsequently, Cumberland County was one of the first school systems in the state to design and implement a Local Plan for the gifted.

Cumberland County Schools has now written five Local Plans since the 1996 passage of Article 9B legislation. The 2013-2016 Local Plan meets the legal requirements of Article 9B and includes current best practices in gifted education.

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

The Cumberland County Pilot Program Plan and subsequent AIG Local Plans are on file at DPI and/or in the AIG office. Electronic versions may be uploaded upon request.

**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:** The Cumberland County AIG Local Plan and program are fully monitored in accordance with Article 9B and other state policies guiding the fidelity of AIG Programs. With the current Local Plan, the monitoring and accountability processes will become more efficient and manageable. Electronic filing of documents of evidence for each focus practice will ensure fidelity and accuracy.

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

**Description:** The Academically and Intellectually Gifted Program of the Cumberland County School System, a respected pioneer in the field of gifted education, continues to strive to meet the needs of some of our world's most promising young people. The mere nature of our community prompts the program to remain on the "cutting edge" of modern education. A multicultural, world-traveled community, rooted in the history of our nation, demands a responsive, innovative, and flexible program. Cumberland County Schools respects those needs and endeavors to truly educate the academically and intellectually gifted child.

The Cumberland County School System is committed to the academic success of all students with no differences among subgroups. Its mission states that all schools is committed to empowering students to collaborate, compete, and succeed in an increasingly interconnected world.

In keeping with the mission of Cumberland County Schools, the Board of Education adopts the following North Carolina definition of giftedness:

"Academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment; academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated services beyond those ordinarily provided by the regular education program. Outstanding abilities are present in students from all cultural groups, across all economic strata and in all areas of human endeavor."

Cumberland County Schools is dedicated to providing gifted and potentially gifted students the opportunity to become independent learners and decision makers who recognize their potential and responsibilities in a changing global society. The school system is committed to providing a rigorous and innovative instructional program that fosters the highest level of excellence and recognizes the right of each student to receive intellectual challenge appropriate for his/her capabilities.

The school system believes that within the general population of students, there exists a group of students who have some or all of the following characteristics:

- Form a diverse group and therefore, must be identified using a variety of gifted performance indicators
- Have the potential to learn at a faster rate in their areas of giftedness and share the ability to think with more complexity and abstraction than other children of their same age, experience,

and environment, and, therefore, require differentiated curriculum and instruction

- Have different learning and social needs and require that part of the educational experiences be spent with others who are similar to them in order to establish cognitive relationships and to facilitate their academic and social growth
- Require teachers who are professionally prepared to differentiate by expanding and extending the goals and objectives of the NC Standard Course of Study

The Cumberland County School system believes that gifted learners have special intellectual, social, and emotional needs that require an enriched educational environment designed to develop superior thinking skills with curriculum that offers greater complexity, more depth, and a faster pace. Our school system is dedicated to providing differentiated instructional services for students from a variety of social, economic, and cultural backgrounds. These services are designed to foster self-directed, life-long learning by encouraging exploration, inquiry, in-depth study, and reflective thinking.

#### PROGRAM EVALUATION / NEEDS ASSESSMENT

The Cumberland County AIG Program evaluation process is ongoing, with continual formative and summative reviews in place to assess program strengths and opportunities for growth. AIG staff, licensed in gifted education, conduct program evaluations; parents, teachers, administrators, and central office personnel have input as well. A Steering Committee oversees the AIG Program needs assessment. Information is gathered from various sources to evaluate the Program and to review and update the Local Plan.

All program evaluation is based on current best practices and research in gifted education. The Cumberland County School system continuously collects and analyzes demographic data to evaluate the performance of all subgroups, including identified AIG students. State and national assessments, benchmarks, and grade reports serve as part of the evaluation data to be collected, disseminated, and analyzed. AIG student academic growth is one evaluative tool in measuring AIG Program strengths and opportunities for growth. Additionally, data is maintained on AIG students' selection to summer enrichment programs, admission to colleges/universities, and receipt of scholarships.

#### THE SCHOOL AIG NEEDS DETERMINATION TEAM

Each school, 3-12, must have an AIG Needs Determination Team, charged with the responsibility of the identification of students and the development of the Differentiated Education Plan. Teams are approved by the principal of the school and are comprised of at least four school-based personnel, representative of the various grade levels and subjects taught in the school. Administrators and counselors may also serve on the team. Since the work of this team is extremely important, only those educators trained in the identification of gifted students and willing to spend the time necessary for appropriate identification of students should be selected by the principal for the team.

The AIG Needs Determination Team identifies those students who perform or have the potential to perform at high levels of achievement and who need differentiated services beyond that provided by the regular classroom. The team:

- requests referrals from appropriate sources
- requests testing, as needed based on student referral information
- reviews all the information collected to determine identification and services
- recommends services needed

- conducts end-of-year student performance review
- recommends an inactive status when students are no longer in need of differentiated services

The AIG teacher assigned to the school chairs the team. The chair schedules meetings, ensures that the student data is complete at the time of the meeting, has student records available at the meeting, and maintains an official record of each meeting with the other AIG student records.

A Vice-Chair is selected from the team to serve as recorder, keeping the minutes of the meeting. Minimum membership on the team is four (including the chair); membership should be bi-racial, if not multi-racial.

The team makes decisions by consensus and ensures that the identification system operates fairly and equitably for all students. After a decision is reached, the AIG teacher (chair) assembles the case and meets with the parents to discuss the identification and services. Following this meeting, the AIG teacher sends the case to the Oversight Review Committee for final approval. For those students who do not qualify for services, the AIG teacher may invite the parent to a meeting or communicate by phone or mail about the student's performance profile.

#### THE OVERSIGHT REVIEW COMMITTEE

The Oversight Review Committee (ORC) is appointed by the AIG Coordinator. The ORC is comprised of AIG Instructional Specialists, licensed in gifted education and trained in the identification of gifted students. The primary purpose of the ORC is to verify that schools have followed guidelines and procedures for the identification of gifted students and that the process used has been fair and equitable for all students.

All school AIG Needs Determination Team decisions (placement, non-placement, inactive, transfer, reactivation) must be approved by the ORC before the cases are complete and students begin receiving AIG services. The ORC reviews and discusses the cases to ensure that correct data has been used appropriately, that parents have been involved as required, and that a Differentiated Education Plan has been completed correctly for each identified student. The ORC may return cases to the schools for corrections, additional information, or for clarification.

After a decision is approved by the ORC, student data is entered into the AIG database maintained by the school system. The case is then returned to the school and services may begin. The data manager inputs all decisions and that data is regularly balanced with the AIG teacher's records. All AIG records are confidential and maintained at the school in a secured location.

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ Needs Determination Team Minutes
- ~ ORC Log
- ~ AIG Monthly Activity Log
- ~ Discovery Log
- ~ North Carolina Association of Gifted and Talented conference attendance
- ~ Regional Round Table facilitation and attendance

~ Monthly meeting agendas

**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:** Cumberland County Schools remains in compliance and will continue to utilize and monitor state funds allotted for the local AIG Program according to state policy as mandated by Article 9B and the Department of Public Instruction.

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

**Description:** The North Carolina Department of Public Instruction and the Cumberland County School system recognize the importance of allocating funds for AIG Program services and expenditures. The AIG budget is one of the most critical components to support the efforts of gifted education programming. Budgets are prepared by the Cumberland County Finance Office in conjunction with the Exceptional Children's Finance Officer, Executive Director, and AIG Coordinator. All budget expenditures are allocated to accomplish the program's goals and objectives, reflecting integration with the total school curriculum. The budget aligns completely with the program's gifted services, and is monitored regularly for accuracy and accountability. Most of the state and local AIG monies are used for funding AIG certified teacher and staff positions.

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

~ Approved AIG Budget

**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:** Utilization of data provides important feedback for improving program components, to include identification, service delivery, and professional development. AIG students have important test data that provides insight into their particular strengths, deficiencies, and academic needs.

**Goals:** The Cumberland County AIG Program has the following goal(s):

- ~ To maintain, analyze, and share student performance growth data at regular intervals during the school year
- ~ To maintain and share annual drop-out data for AIG students

**Description:** Cumberland County will improve this Practice in the following ways:

- ~ Analyze AIG growth data annually
- ~ Utilize student information systems to establish areas to enhance needed rigor

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ Growth data available to AIG staff and school staff as a means of discerning student growth and deficiencies
- ~ Data sources are accessible and utilized by AIG staff in determining curriculum and enrichment needs

**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:** Under-represented populations in Cumberland County continue to show a gap in qualifying for gifted services. We will continue to collect data in the identification and retention of these specific populations

**Goals:** The Cumberland County AIG Program has the following goal(s):

- ~ To better monitor data and initiatives in the identification and retention of all under-represented populations

**Description:** Cumberland County will improve this Practice in the following ways:

- ~ Initiate and implement a Data Analysis training for all AIG staff
- ~ Utilize the English as a Second Language staff to discuss and discern needs and concerns of under-represented ESL students
- ~ Revisit current placement criteria and test protocol for biases in identifying under-represented populations
- ~ Utilize available books, resources, training, etc. on cultural diversity and under-represented populations

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ Agendas, minutes, presentations
- ~ Documentation and/or minutes of meetings with ESL personnel
- ~ Documentation and/or minutes from Screening/Identification discussions; changes and revisions documented
- ~ Documentation of attendance, agendas, list of resources available

**Other Comments:**

### **Practice F**

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

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

**Rationale:** The Cumberland County Schools' AIG Program maintains and monitors current data regarding the credentials of all AIG personnel, cluster teachers, and Advanced Placement teachers as required by the North Carolina Department of Public Instruction.

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

**Description:** Collaboration between Cumberland County Schools' Human Resources Department, administrators, and the AIG Coordinator ensures fidelity in maintaining and monitoring the credentials of teachers instructing AIG students.

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ Cluster class local endorsement completion data
- ~ AIG licensed staff data - Human Resources Department
- ~ Advanced Placement Summer Institute completion - AIG office
- ~ Advanced Placement CollegeBoard Authorization - CollegeBoard database

**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 Focused Practice for 2013-2016.**

**Rationale:** The AIG Steering Committee, comprised of a diverse population, meets to review and

develop the Local Plan. The AIG Oversight Review Committee, school Needs Determination Teams, AIG staff, and other school personnel meet regularly and make recommendations for program improvement. The Steering Committee will be expanded to include other stakeholders.

**Goals:** The Cumberland County AIG Program has the following goal(s):

~ Expand the AIG Steering Committee to include community members, parents/families of AIG students, teachers of the gifted, and other professional staff.

**Description:** Cumberland County will improve this Practice in the following ways:

~Work within attendance area vertical teams to identify stakeholders to serve as members of the AIG Steering Committee.  
~Meet regularly during the three-year Local Plan cycle.

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

~Steering Committee rosters  
~Steering Committee agendas  
~Surveys

**Other Comments:**

### **Practice H**

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

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

**Rationale:** The Cumberland County AIG Program continually elicits and responds to feedback from students, parents, teachers, and other stakeholders regarding the quality and effectiveness of the AIG Program components (i.e. identification, service delivery, best practices, communication, etc.) to ensure that the AIG program standards remain relevant to the needs of the community.

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

**Description:** Cumberland County Schools and the AIG Program fully recognize that stakeholder feedback is an integral part of the program development cycle. All schools and the AIG Program are accountable to our constituencies, ensuring that all resources are effectively and efficiently expended.

Summative and formative evaluations, such as surveys, focus groups, interviews, parent meetings, and online email links, are established and disseminated. The data collected from these evaluative measures are utilized in informational meetings as well as in making changes in specific program components. In some instances, the data has provided justification in eliminating and/or

implementing specific practices. Formative feedback provides exceptional guidance in establishing program goals and determining program strengths and weaknesses. The summative data assists stakeholders in determining the success or need for modification of current program components.

A Cumberland County Steering Committee, composed of various stakeholders, serves as a fair and impartial group of evaluators, providing weight to all voices from diverse positions and roles. Stakeholders may include parents, gifted students, Central Office administrators, gifted facilitators, classroom teachers, building principals, and others in the community. The Steering Committee also analyzes and attributes data outcome to AIG program services and procedures.

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ Documentation available for review from the AIG office:
- ~ AIG Surveys
- ~ Summative and formative evaluation/survey results are on file for review in the AIG office.

**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:** The Cumberland County AIG Program continually develops and improves program components founded on valid, research-based evidence and data in order to ensure accountability and equity.

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

**Description:** The Cumberland County AIG Program employs evaluative procedures at various intervals to substantiate and/or modify program identification, curriculum, service delivery models, and other program components. Through theoretical-based study, each program component has been planned, revised, evaluated, and monitored for effectiveness and impact on student academic performance and social/emotional growth.

Based on the Cumberland County Schools' mission and philosophy, the AIG Program goals, policies, and procedures reflect best practices for gifted students. North Carolina EOC/EOG test scores, benchmark scores, grade performance, AIG performance, AIG administered tests, portfolio submissions, and numerous other indicators are collected and reviewed as indicators to assist with program improvement.

On the school level, the Needs Determination Team serves as an essential source of feedback. At the district level, the Oversight Review Committee serves as a "checks and balances" team. Monitoring and adjusting is often imperative at the district level. Testing and placement data are

examined to ascertain the number of Pathway One and Pathway Two placements. Data on Inactive students is also maintained at this level, providing insight into the number of students who fall below acceptable performance levels and require Academic Advisement.

The AIG Leadership Team continuously reviews, revises and adjusts the implementation of the AIG Program. To ensure a rigorous and relevant curriculum, research-based materials are utilized at each level of service. Cumberland County has purchased multiple research-based materials and maintains a lending library of supplementary resources for AIG and cluster class teachers.

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ Discovery Inventory
- ~ ACES Inventory
- ~ GEMS Inventory
- ~ SAGES Inventory

The following documentation is available for review:

- ~ Needs Determination Team Minutes
- ~ Steering Committee agendas and notes
- ~ ORC notes
- ~ AIG Leadership agendas and notes
- ~ Monthly meeting agendas at all levels

**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:** Collecting and evaluating data remains an important component of strengthening the AIG program. The Steering Committee recognizes the necessity of sharing this information with the public.

**Goals:** The Cumberland County AIG Program has the following goal(s):

- ~ Share program evaluation information regarding program effectiveness to all stakeholders and the public.

**Description:** Cumberland County will improve this Practice in the following ways:

- ~ Create an AIG informational brochure
- ~ Post evaluation data on the CCS website
- ~ Review aspects of the AIG program with stakeholders and the AIG Steering Committee.
- ~ Plan meetings between AIG teacher and principal(s) to review year.

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ Brochure
- ~ CCS Website
- ~ AIG Steering Committee Meeting agendas

**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:** The Cumberland County AIG Program protects the rights of all AIG students and K-2 Discovery students through ensuring that all policies, procedures, and practices are followed with precision, confidentiality and oversight.

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

**Description:** The Cumberland County AIG Program mirrors the state policies and procedures governing the administration of gifted programs and services. The Cumberland County Local Plan, approved by the local Board of Education and reviewed by the NC Department of Instruction, remains in compliance in all program components. Screening, testing, and identification procedures are reviewed annually to ensure equity, consistency, and best practices. School-based AIG case decisions are decided and monitored by a Needs Determination Team at each school site. Team minutes are required of each Needs Determination Team meeting as a means of documenting discussions and decisions. On the district level, an Oversight Review Committee, comprised of AIG leadership members, meets one day each week to review all casework for final decisions. Both of these committees serve as a "checks and balances" mechanism to protect the rights of all children who may qualify for screening, testing, and/or placement in the AIG Program.

The Differentiated Education Plan, reviewed annually and signed by parents, safeguards the implementation of services, at each grade level. Program and service provisions are outlined in the Local Plan and approved by the local Board of Education. Appropriate and sufficient service delivery to both identified and Discovery students is monitored, adjusted accordingly, and reviewed for modifications on an annual basis, or as needed. Students requiring an Individual DEP or Grade/Subject Acceleration receive modified or adjusted services accordingly. Special needs gifted students, including those who are highly gifted, twice exceptional, disabled, or socio/economically disadvantaged, receive services based on their appropriate needs.

Other important AIG practices such as contact time for services, clustering guidelines, direct and consultative services, diagnostic assessment tools, curriculum extensions, enrichment opportunities, and social/emotional support are articulated in the Local Plan or AIG Handbook to provide oversight to the program and service delivery.

**Planned Sources of Evidence:** The following evidence will serve as documentation for this Practice Description:

- ~ Discovery Log
- ~ ACES DEP
- ~ GEMS DEP
- ~ SAGES DEP
- ~ Advisement documents
- ~ Procedures to Resolve Disagreements

**Other Comments:**

**Glossary (optional):**

Cumberland County Schools  
Academically/Intellectually Gifted Program  
Glossary

ACES Accelerated Curriculum for Exceptional Students (3-5)  
Discovery Kindergarten - 2nd Grade Nurturing Program (K-2)  
GEMS Gifted Education for Middle School (6-8)  
SAGES Secondary Academically Gifted Exceptional Services (9-12)  
NDT Needs Determination Team  
ORC Oversight Review Committee

**Appendix (optional):**

Approved Tests for AIG (2).doc (*Appendix - Standard 1*)  
CUMBERLAND COUNTY SCHOOLS Screening form.doc (*Appendix - Standard 1*)  
Summary of Indicators Grades 3-12 (Pg 1).doc (*Appendix - Standard 1*)  
Summary of Indicators Grades 3-12 (Pg 2).doc (*Appendix - Standard 1*)  
Summary of Indicators Grades 3-12 (Pg 3).doc (*Appendix - Standard 1*)  
DEP Addendum Grade 6.doc (*Appendix - Standard 2*)  
DEP Addendum Grade 7.doc (*Appendix - Standard 2*)  
DEP Addendum Grade 8.doc (*Appendix - Standard 2*)  
Differentiated Education Plan 3-5.doc (*Appendix - Standard 2*)  
Differentiated Education Plan 9-12.doc (*Appendix - Standard 2*)  
Differentiated Plan 6-8.doc (*Appendix - Standard 2*)  
Cluster Memo Elementary.doc (*Appendix - Standard 2:4*)  
Cluster Memo Middle.doc (*Appendix - Standard 2:4*)  
ACES Job Description Elementary.doc (*Appendix - Standard 3*)  
AIG Diagnostic Job Description.doc (*Appendix - Standard 3*)  
AIG Discovery Job Description.doc (*Appendix - Standard 3*)  
AIG Job Description HS.doc (*Appendix - Standard 3*)  
AIG Middle Job Description.doc (*Appendix - Standard 3*)  
AIG Online Course Memo Summer 2013.doc (*Appendix - Standard 3*)  
Local Plan Steering Committee new.doc (*Appendix - Standard 5*)  
A GLIMPSE new.doc (*Appendix*)