

NC AIG Program Standard 1: Identification

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

a) Articulates and disseminates clear, comprehensive, and equitable screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large

Cherokee County Schools recognizes the responsibility to identify and help classroom teachers serve students that demonstrate high aptitude, achievement and/or the ability that are significantly higher than their peers. In order to ensure identification process is consistent throughout CCS, AIG specialist will continuously provide Staff (Professional) development in gifted characteristics, screening and referral process and identification procedures as stated in the AIG plan for all CCS staff. Through the AIG website, social media, open houses, alert now system and other form of media (local TV/radio, newspaper) CCS AIG plan will be disseminated. More in depth documents (quick reference guides, brochures.) are provided and will be updated as need arise to all stakeholders during the various stages of the process as well as virtually.

b) States and employs multiple criteria for student identification. These criteria incorporate measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional measures that are based on current theory and research.

Cherokee County Schools uses a multifaceted approach that includes multiple indicators of potential giftedness: Academically Gifted (AG: AR or AM), Intellectually Gifted (IG), Academically, and Intellectually Gifted (AIG).

Pre K-3: Nurturing using Brigance as screening to determine creation of differentiation methods to help assist teachers using PETS (Primary Educational Thinking Skills). In coordination with the creation/use of interactive notebooks (math/reading) that will follow students via their student folders.

Screening process: CogAT for all 4th graders, use of PowerSchool to collect data from annual tests (EOG, EOC, Explore, Plan, Act) 92% or higher. Student nominations will be considered from parents, administration, teachers and student peers who are knowledgeable and aware of a student's need for differentiation. Information collected at the screening stage will lead to nominate either to the (Needs Assessment Team/MTS and/or care team) or to a decision that the team will watch and wait.

These indicators are the student's observable behaviors (motivation, interest, and gifted behavior scale), student performance (student grades), student achievement (EOC/EOG, ACT, SAT), student aptitude (OLSAT).

Students will need to meet three of the four criteria: (no one criterion will eliminate a student

Students will need to meet three of the four criteria to be considered for AIG and AG: (no one criterion will eliminate a student)

1. Teacher input (Gifted behavior scale, motivation scale and interest scale)= 135-160 total.

2. Minimum of 93% in at least one academic subject (ELA and/or Math)
3. Minimum of 92% on an achievement assessment (EOG/EOC/ASPIRE/PLAN/ACT)
4. Minimum of 92% on an aptitude assessment. (OSLAT)

CCS realizes that our Intellectually Gifted (IG) students are those who might be failing to demonstrate the required academic achievement. In an attempt to identify these student CCS will define IG students as those having ability significantly higher than their same age peers as denoted by a score of 97% or higher on the OLSAT.

CCS will welcome AIG/AG/IG students who transfer from within North Carolina into our local program. AIG/AG/IG students who transfer from another state and meet CCS criteria will be welcomed into the program. Transfer students AIG from out of state who do not meet or have comparable scores on aptitude testing will be placed on a watch and wait. Those transfer students who do not have an AIG/AG/IG designation can be referred by their teacher, administration, and/or parent. AIG specialists will then evaluate the student for possible screener or placement of a watch and wait list.

A Needs Determination Team will meet to review criteria components and to assess further placement and needs. This team will consist of the AIG specialist, grade level teacher(s), parent(s)/guardian(s), and an LEA representative. Other possible participants include the principal/assistant principal, school psychologist, counselors, additional (BEP) teacher(s), parent(s) or other appropriate personnel as needed. The function of this committee is to review all relevant student information and then make recommendation regarding student eligibility and if a follow up screener, (Torrance Test) will need to implement. Eligibility and placement will be maintained by the AIG specialist and reviewed annually.

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.

Our demographics include a total minority student population of 11%, a large number of economically disadvantaged students (59% free/reduced lunch), and a minute number of twice-exceptional students. Our screening, referral, and identification of these students is met by half of our criteria for the AIG program being teacher or parent profiles of AIG behavioral characteristics, interest in learning and the motivation to learn.

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

See section (b-repeat) for screening process and other procedures in place for place or a wait and watch assignment. AIG certified personnel interaction with students is limited due to restricted number of qualified staff within the county. Cherokee County Schools is in the process of developing a plan to provide professional development focused on AIG/IG to regular education teachers, so they may provide differentiated instruction all day every day. Professional development

opportunities over the process and procedures will be done as needed via Moodle, faculty/grade level meeting and other opportunities based school needs.

All documentation will be kept onsite, electronically via google docs/forms, and through power school as its ability improves. Documents such as flowcharts, checklist, monitoring plans, focused k-3 programing are available resources via online website, social media and when requested.

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

Documentation of all procedures, measures and collected data will be maintain onsite and electronically via google docs in student folders. In addition through the available functions of PowerSchool a DEP will be developed for each student, generated, and printed for parent and student review. This review will be done annually and will be sent and collected electronically when available.

NC AIG PROGRAM 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.

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.

CCS high schools offer a variety of courses providing differentiation throughout the curriculum including Honors, Advanced placement, College and career promise (dual enrollment), distance learning courses through NC School of Math and Science including dual-enrollment, certificates of subject concentration and Credit by Demonstrated Mastery. In addition, students can take enrichment elective honors and AP virtual courses through Cherokee County Virtual School and North Carolina Virtual Public Schools.

CCS middle schools are offering several high school credit courses. All CCS middle schools offer traditional Math I with one offering a traditional Spanish I. All middle schools offer a variety of virtual courses through either NCVPS or CCVS for high school credit: Biology, Earth and Physical, World History, Civics & Economics, American History I & II, English I, Spanish I, along with other languages provides for course differentiation.

CCS elementary and middle schools offer virtual enrichment opportunities through CCVS, which include book studies for ELA, math, science, and social studies experiential units.

Through all grade levels, CCS offers a variety of tools: Moby Max, Prodigy, Study Island, TenMarks, Discovery Ed, along with many others to provide enrichment extensions.

In addition CCS Middle and Elementary schools offer flexible scheduling for students to explore enrichment opportunities which include face to face offerings of HS courses, cluster grouping of

like students for projects such as Robotics, STAC, STEM, STEAM and other related activities stimulating higher level thinking skills.

CCS also offers a variety of off campus activities such as field trips, H.O.L.E. (Hands On Learning Extravaganza) Days, guest speakers, and other opportunities to challenge students.

Through surveying the CCS staff, AIG specialists will provide instructional resources and trainings (PD) to support differentiation of the NCSCOS. Besides instructional resources PD AIG specialist will deliver PD over the development and use of curriculum guides, use of teacher observations and the evaluation instruments to guide PLC/PD. AIG specialist when possible offer co-teaching (if staff is available) regarding differentiated instruction.

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

All teachers will provide appropriate levels of instruction and assignments using best practices, such as enrichment replacement activities/assignments/projects/inquiry experiences, not extra work (worksheets) for differentiation ensuring students' needs are met at all levels of instruction.

Virtual enrichment opportunities through CCVS which includes book studies, science topics, the use of Discovery Education, Study Island, Moby Max, Learning Farm, Brain pop, Prodigy, Ten Marks, Edmodo, IXL, School Net assessments, along with 6-12 teachers use of Google Classroom for enrichment, extension, and acceleration of curriculum.

AIG specialist provides professional development, trainings, and support for teacher implementation of these tools and any other new tools as they become available. Along with use of tools, provide professional development on the use of assignment modification, compacting, questioning, scaffolding, inquiry, and project-based learning to provide challenging instruction for all students.

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

The majority of the AIG student's time is spent in the regular classroom. A variety of differentiated curricula, instructional, technological, and resource materials are available to AIG Specialists, classroom teachers and administrators.

Resources include but limited to: CCVS, NCVPS, NCSSM, Google Classroom, Discovery Education, Study Island, Moby Max, Learning Farm, Brain Pop, Prodigy, Ten Marks, Edmodo, IXL, School Net tests, along with 6-12 teachers' use of Google Classroom for enrichment, extension and acceleration of curriculum.

Revised Bloom's Taxonomy, Junior Great Books, Thinking Maps, The Problem Solver: Activities for Learning Problem Solving Strategies, Paideia Teaching and Seminars/Socratic Seminars, How to

Differentiate Instruction in Mixed Ability Classrooms/Carol Tomlinson, Leadership for Differentiating Schools and Classrooms/Carol Tomlinson and Susan Demirsky Allan

Odyssey of the Mind, Continental Math, Word Masters, Current Event League, math Counts, Science Olympiad, Lego Leagues, STAC, STEM, Science fairs, Stack Deck, CTE Internships, MeDCAT, and Entrepreneurship.

As CCS needs increase and more tools become available, we will add more extension activities.

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

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

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

Through the use of various tools (School Net, Study Island and others) teachers will be able to develop formative assessments to determine differentiated instructional needs for students in their subject area for acceleration, enrichment, and extension. Tools include, but are not limited to: mClass, instructional coaches, K-3 Formative Assessment, interactive notebooks, K-2 math assessments, School Net benchmark assessments, Study Island, and additional formative assessments used by individual classroom teachers. AIG certified instructors will work in conjunction with classroom teachers, school counselors, literacy coaches, administrators, program directors, and stakeholders to ensure implementation of differentiated instructional strategies to meet individual student needs all day every day.

f) Creates affective curricular and instructional practices which support the needs of AIG students

Cherokee County Schools works to create an environment that nurtures the social and emotional needs of our gifted learners as well as their academic and intellectual needs. Most all of CCS schools are being proactive in meeting the social and emotional needs of all students; such as monthly themes with daily quotes with counselor pull out and enrichment. AIG specialist will continue to work with CCS counselors creating and administering different surveys such as beginning of the year and end of year bully survey. Along with the bully surveys additional surveys will be created to help identify other social and emotional of CCS students.

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

CCS will utilize grade level meeting, team meetings, staff meetings, professional learning communities, stakeholders meetings, Care Team meetings and administrator meetings to collaborate to better develop the potential of K-3 students.

CCS plans to use the Primary Education Thinking Skills (PETS) in grades K-3 district wide. The AIG department will provide each teacher K-3 with the PETS material for his/her grade level and AIG specialist will provide support in the implementation of the PETS curriculum.

CCS District Multi-Tiered System of Support Team, along with the regular educational teacher will be collaborating with AIG Specialists in cultivating and developing the potential of young (K-3) students through direct strategies and differentiated instruction. Data collected by regular education teacher (from beginning, middle and end of year grade level) will aid in driving the instruction needed to meet the needs K-3 learners.

AIG Specialists will utilize the state provided (BOOSTER Shots) and provide virtual professional development starting school year 2016-17. AIG Specialist will collaborate with other district staff in providing professional development to maximize learners (K-3) development.

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

CCS will utilize grade level meetings, team meetings, staff meetings, professional learning communities, stakeholders meetings and administrator meeting to collaborate to better meet the needs of AIG learners.

i) Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 IG student, 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

CCS has revised Differentiated Education Plan (DEP's) for gifted learners. AIG service/education options are provided by the classroom teacher, the AIG Specialist, the school, the school system or the local community. The learning environment, content, modification, and special programs vary by teacher, classroom, and school. DEP are send to parents for an annual review and signature.

AIG Coordinators work collaboratively with parents and teachers throughout the county to make sure that all stakeholders are made aware of the changes and opportunities offered by CCS. AIG stakeholder's meetings are held throughout the school year for review and update of CCS AIG plan. Teachers are able to give input, offer suggestions, and receive professional development opportunities and training on the new AIG program. Logs are kept of all meetings and all parent/teacher signatures to record the collaboration. An AIG website was developed and implemented for all stakeholders to help ensure effective programming.

NC AIG PROGRAM 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.

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

All AIG specialists in Cherokee County Schools are fully licensed and highly qualified for AIG education. AIG Specialist fulfilling these duties is a fully licensed AIG educator, but at present not a named AIG Coordinator.

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

CCS has a limited number of AIG specialists, therefore it is imperative their time is spent with teachers of gifted students addressing the academic, intellectual, social, and emotional needs of gifted learners. Most of this time is spent in sharing, designing, leading, and implementing professional development opportunities. In addition AIG specialists responsibly are (but are not limited to the following)

- Form screening pools (screen possible candidates)
- Process referrals
- Identify AIG, AG, IG students
- Developing a DEP (differentiated education plan) for each student.
- Maintains AIG records for accountability and program evaluation.
- Consults and coordinate with regular classroom teachers to differentiate their curriculum.
- Design appropriate curriculum for AIG learners in grades K-12
- Provide Teacher enrichment and professional development courses to aid in classes' differentiation for students in grades K-8.
- Provide Virtual lessons for teachers to insert into classroom instruction (pullout book studies/units-CCVS) for teachers use.

In addition, the AIG specialists when available can provide co-teaching options during cluster groupings sessions in K-8. Other duties are to facilitate and coordinate outside enrichments such as field trips, local enrichment days, Odyssey of the Mind, Duke TIP, Duke MAP, Governor's School, Science Olympiad, Math Counts, Science fair and others as opportunities arise. Lego Robotic.

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

Cherokee County schools requires all staff who work with identified AIG/AG/IG students to complete professional development modules which pertain to their students' needs. These modules include but are not limited to the following:

AIG booster shots, growth mindset, use of portfolios, differentiation of instruction, questioning, tiering, compacting, in depth studies, seminars, concept attainment As new challenges arise, more modules will be developed to meet student needs. Along with specific AIG modules other professional development modules will be integrated through other local, regional (WRESA), and state initiatives. AIG specialist will work with principals to provide schools with staff training pertaining to the overall screening, referral and placement process along with other professional development opportunities to meet the NCEES evaluation standards. Likewise AIG specialist will provide trainings and informative sessions through open houses, alert now calls, emails, and social media for our stakeholder groups (parents, community members, and others outside the school).

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

AIG specialist will work with administrators to enable effective AIG placement, using clustering, and flexible grouping times within student's schedules. Along with professional development, trainings, and other opportunities mentioned in section C.

Principals will use the teacher evaluation system to mark teachers who have participated in professional development and who exemplify the growth mindset, differentiation for all student as accomplished or distinguished for the following standards: II.D, IV.A, IV.B, IV.C, IV.E, IV.F. AIG specialist and other teachers will use walkthroughs and other evaluation tools in preparation for evaluation

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

AIG specialists in conjunction with district leaders will develop countywide goals pertaining to the needs of county's AIG population. In addition specialist will work with individual schools and teachers on developing goals for school improvement plans and PDPs to help meet their AIG/AG/IG student population needs. Suggest goals are for teachers will be to attend at least two professional development sessions yearly. (30 hrs=3 CEUS)

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

Through PLC grade level meetings, faculty meetings, professional development sessions, and virtual opportunities AIG specialist will facilitate coaching, sheering of materials, current theories, and best practices with all stadtholders involved with AIG/AG/IG students. Teachers will be encouraged to participate in outside opportunities such as Advance Placement Institutes, Honors Curriculum development, test-item writing, professional conferences, and other professional opportunities as they arise.

STANDARD 4: Comprehensive Programming within 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.

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

Since the majority of services for k-8 students are through inclusion with their regular classroom teacher. AIG specialist will provide various instructional support as the need arises providing student enrichment opportunities to meet the motto “AIG everyday”. In addition AIG specialist will work with faculty/staff to meeting the social emotional needs of gifted students. The following are ways AIG specialists will provide support:

- professional development opportunities (local and state),
- providing funds to buy instructional materials,
- to pay fees for academic teams,
- and any other support structure (co-teaching, modeling best practices, setting up instructional apps)

In middle school CCS is able to meet AIG learner needs through course acceleration through variety of face to face and virtual courses for high school credit. Throughout CCS, each school’s administration is encouraged to group students by ability and/or clustering to address their social and emotional needs. High school AIG students’ needs are met through variety of courses (honors, AP, NCSSM, college and other virtual opportunities).

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

AIG specialist will work with individual schools to facilitate trainings, disseminate information about resources, programs, and current trends, and provide professional develop as needed. DEP’s will be developed based on student needs and on the current offerings, available programs, and services through CCS.

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

AIG specialist will communicate and collaborate with CCS instructional departments to ensure a wide variety of enrichment (critical and creative thinking and problem solving skills) tie into the core curriculum. Along with CCS instructional departments AIG specialist will encourage collaboration within our own LEA mandated programs, other local LEAs and other community programs.

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

Through a variety of resources (social media, website, handbook . . .) AIG staff will educate all stakeholders about current services and educational opportunities for staff and students. Professional development opportunities will be provided through individual, grade level, team, and faculty meetings to equip teachers in the regular classroom to make student referrals and to differentiate lessons/activities in meeting the needs of gifted learner. The power school icon provides teachers with the identification of AIG, AG and IG students.

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

CCS AIG website and social media will provide stakeholders with program information. Along with program information these sites will link to opportunities for teacher professional development/trainings both local and regional. A calendar of grade level meetings, stakeholder meetings, and other shared meetings will be updated as the individual schools and central office set these.

AIG specialist will work with other CCS departments (CTE) and counselors to conduct high school opportunities presentations to 8th grade students in regards to Honors, AP, NC School of Math and Science, College and Career Promise/Dual Enrollment along with CCS Career and Technical Career Cluster. CCVS will provide summer Initial credit virtual courses to those students who are interested in accelerating their next year's high school course selections.

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

AIG specialists will establish a calendar of meetings with regular classroom educators, counselors, BEP educators, EC teachers, and administrators to discuss units of instruction, differentiation within these units, enrichment opportunities, and the academic, intellectual, social, and emotional needs of gifted learners. These meetings will be conducted as needs arise. During these meetings, regular classroom educators may request assistance in determining appropriate differentiation for specific students with regard to specific areas of the curriculum. A working partnership between the

AIG specialists and the regular classroom teachers must be formed to ensure the gifted learner is being provided services on a continual basis throughout the school day.

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

Service Delivery Options in the AIG Plan include the following accelerative options:

For Pre K-2 CCS AIG Plan supports efforts to nurture students in developing their educational potential, especially in kindergarten through second grade, without formally identifying students. AIG Specialists will implement, model, and monitor Primary Educational Thinking Skills Program (PETS). Individual schools will provide clustering to allow for differentiation of student potential.

For 3-8 students, administrators are encouraged to allow for cluster grouping of like abilities to allow for enrichment opportunities such as Lego robotics, STEAM activities, field trips, and high interest virtual units within CCVS. Along with the above, individual classroom teacher provides daily differentiation based on giftedness. It is not more worksheets, but rather differentiation work such as, but limited to: projects, inquiry based learning, or individual enrichment opportunities that include STEAM Presentations and projects. Enrichment opportunities are provided through academic based field trips and activities facilitated by AIG specialists. 4th-7th graders are reviewed for the Duke Tip opportunities. Middle school students are offered a variety of virtual courses for HS credit. In addition 6-8 students can accelerate their schedule by taking HS credit course through their school's face to face instruction and/or through CCVS or NCVPS.

9-12 students' differentiation occurs throughout their HS career with Honors, AP, Career College Promise/Dual Enrollment, Credit by Demonstrated mastery, and virtual courses through a variety of providers: CCVS, NCVPS, NCSSM. AIG specialist will provided additional support, guidance when needed such as: help with course selections, Governor's school selection, and opportunities for NC School Math and Science.

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

CCS serves an economically disadvantaged area, therefore this group is not under-represented. Our percentage of culturally/ethnically diverse/English Language learners has increased from 8% to 11% of totally student population.

During the screening process all exceptionalities are addressed including highly gifted/twice exceptional learners. CCS diverse populations receive access to all the possible service delivery options that our more traditional populations receive and special attention is paid to matching the student's unique and developing strengths with the correct services to meet these special needs.

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

AIG specialist will help disseminate information various programs offerings through Cherokee County Schools. These programs may include:

- Lego Robotics League
- Odyssey of the Mind (OM)
- Battle of Books
- STAC
- Science Olympiad
- Math Counts
- Enrichment Trips
- Whole Learning Days
- Science and Technology Fairs
- Envirothon
- SPIN-Seeking Paths in Nature
- Mtn Science Center
- Any other opportunities as they become available

In addition, if the need for funding or facilitation occurs, the AIG specialist will help secure funds and leadership personnel to facilitate.

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

AIG specialist will work with administrators and staff across CCS to provide training on the current strategies for implementing grouping/clustering to support student learning. Along with these trainings, CCVS will provide several professional development modules to review data, facilitate grouping practices for growth of students, facilitate instructional strategies for advance learners, and provide information about other local and regional trainings.

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.

a) Develops partnerships with parents/families and the community that are intentional and meaningful to support the following needs of AIG students:

- ***Academic and intellectual***
- ***Social and emotional.***

CCS ensures on-going and meaningful participation of stakeholders in the planning and implementation of the local AIG program while developing strong partnerships with all entities. Likewise, the AIG website, handbook, brochures, and social media (Facebook) will be updated throughout the year. AIG specialist will meet monthly with all stakeholders to review current and new trends to ensure CCS is meeting students' social and emotional needs. These meetings, as well as, other avenues (website and social media) will reflect the collaboration with community groups such as posting dates, agendas, minutes, and any other information that needs to be disseminated to our stakeholders.

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.

The AIG website will be the clearinghouse for all information:

- Sharing all Relevant Information
- Links for Stakeholders (Parent, Teacher, and Student Resources)
- Stakeholder Surveys
- Links to Social Media
- Digitized AIG Plan, and any Other Informative Brochures/Flyers.
- Professional Development Schedules
- Calendar of Events
- Along with Agendas for Grade Level, Faculty, and Collaborative Meetings

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

CCS is aware of our community's diversity and reflects this diversity with the representation of our stakeholders' team. AIG specialists will collaborate with the ELL Coordinator in the identification and service of our underrepresented populations. AIG specialists will conduct regular monthly stakeholder/advisory group meetings to aid in the implementation of the AIG program and plan.

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

The vast majority of CCS families do read and speak English. As a result, virtually all of our information and communications are provided in English. AIG specialists will work with ELL Coordinator to help develop translation services as needs arise on an individual basis.

AIG specialists, where appropriate, will use various means to communicate with families and stakeholders concerning AIG opportunities through:

- Newsletters
- Handouts
- Emails
- Parent Meetings
- AIG Website
- Social Media
- Utilization of WKRK, the Local Radio Station

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

AIG specialists foster a variety of partnerships within the school community and work to aid in the continued development of community partnerships, which provide mentorships, apprenticeships, and community service opportunities.

Continuing these practices, AIG specialists collaborate with school counselors, CCVS Coordinator, CTE Director, Career Development Coordinator, Career and College Promise Coordinator of Recruitment and Retention, and NCSSM Operations Manager. In addition, parents, families, and community members will be utilized as volunteers in the AIG program. They provide mentorships and apprenticeships; assist in planning and supporting field trips to businesses, sites, and landmarks within the local community; and/or long distance, overnight field trips with educational value.

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.

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

AIG specialists, in conjunction with stakeholders, develop the Cherokee County's local AIG plan. Cherokee County School Board of Education and administrative staff fully support the Plan for Academically Gifted. This plan guides CCS efforts to identify and serve gifted students.

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.

Cherokee County Schools' administration, along with AIG specialists, work to ensure standards of the AIG plan will be implemented by all staff at the school level.

AIG specialists distribute surveys periodically (at least 3 times a year) gathering feedback from all stakeholders in order to improve the AIG program. Along with local surveys, AIG specialists complete interim reports to NCDPI, assessing the program's progress of implementation and effectiveness. Feedback and data is reviewed at monthly stakeholder meetings for the purpose of guiding, supporting, and possible revision of the AIG program's professional development opportunities. Other monitoring includes but not limited to:

- Teacher PD Logs
- Stakeholder Meeting Logs
- Electronic Archive of all Signed and Processed Student Paperwork
- Data Entry into an Electronic Database of all Students under Evaluation for AIG Placement
- Ensuring PowerSchool Accuracy for Headcounts
- Analysis of Identification Criteria
- Maintenance of Hard Copy Student Files
- Help with the Transfer of Portfolios between Grade Levels

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

AIG specialists help CCS personnel in the maintenance, analysis, evaluation, dissemination of student performance data, and information concerning AIG learners. This information is used to inform instruction, spot weakness in the AIG program, and create a list of potential interventions to implement with AIG learners. In addition, this data will guide professional development opportunities as interventions vary within and between schools. The AIG specialists will share this data with counselors, care teams, and any other intervention groups to provide collaborative support structures.

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

Cherokee County Schools monitors licensure cycle of all AIG personnel. A copy of AIG personnel credentials are maintained in Central Office record department and are monitored by the Licensure Director.

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

AIG specialists collaborate with Central office personnel to monitor the growth and retention of underrepresented populations in the local AIG program. These students may include: culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional populations.

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

Cherokee County Schools monitors licensure cycle of all AIG personnel. A copy of AIG personnel credentials is maintained in Central Office record department and are monitored by the Licensure Director.

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

Cherokee County Schools will continue to meet with a stakeholder's advisory group monthly. The group contains stakeholders from the community, principals, counselors, and parents/families of AIG students, teachers and other central office staff. These members meet, review all aspects of the local AIG program, and make recommendations for program improvement.

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

AIG specialists utilize information from the following sources to direct instruction and professional development:

- Powerschool Data
- Survey Data
- At Risk Data
- Attendance data
- MTSS Data
- mCLASS Data
- K-3 formative Assessment
- Reading and Math Benchmarks
- Individual Class Assessments (Online Tools)

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

AIG specialists use these various tools to share data and help with the overall direction of the program:

- AIG Website
- Local Media (Newspaper, Radio Station, etc.)

- Social Media (Facebook, Twitter, etc.)
- Faculty Meetings
- Open Houses
- Board Meetings
- Conferences
- Others

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

Procedures, policies, and practices are provided on the AIG website. These pertain to identification, placement, reassessment procedures, and transfer of students from other LEAs. All student records are maintained physically in file cabinets in the AIG office along with an electronic back up.