Overview: Mission/Vision Statement and Funding

Cabarrus County Schools (130) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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Cabarrus County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor 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 aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

For 2022-2025, the Cabarrus County Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Cabarrus County Schools AIG program is currently working to meet the needs of 16.5% of our total student population who have been identified as gifted learners.

In the Cabarrus County Local AIG plan we focus on building equitable and sustainable services for gifted and advanced learners. We utilize the strengths of a diverse team of school professionals to meet the academic and social-emotional needs of these learners. We provide professional learning opportunities to further enhance the knowledge of our school professionals. Additionally, Cabarrus County employs a multi-dimensional screening process whereby students can demonstrate gifted potential and advanced learning needs in a variety of ways. Lastly, we offer opportunities for families to engage with staff and learn more about the diverse needs of their students.

Within our AIG classrooms, our mission is to serve gifted students by growing ingenuity and future talent through rigorous educational experiences. Our program focuses on developing skills in creativity, problem solving, personal growth, communication, research, and technology to inspire competitive leaders and innovators for an ever-changing future.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 1,866,014.00	* $ 207,573.00	* $ 0.00	* $ 0.00

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Standard 1: Student Identification

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

* **Practice A**
Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities for every student to show their strengths and talents.

District Response:

Cabarrus County clearly articulates and disseminates clear, comprehensive, and equitable screening and referral processes for AIG identification.

Screening

*The CCS Gifted Education Department utilizes the Naglieri Non-Verbal aptitude test (NNAT) as a screener in all 2nd grade classrooms across the district. Results of this screener will be disseminated to schools and the district's accountability department for inclusion in student records, and NNAT Student Reports will go home to families in the final quarter of school.

*Additionally, students are screened for gifted potential through the LIFT cultivating potential program in 1st and 2nd grades. The whole class lessons provide equal opportunity for ALL students to demonstrate high-level thinking in a variety of formats. Documentation of high ability thinking is gathered for review in student portfolios over the course of the 2–year program.

Referral/Nomination

Students may be nominated for AIG identification in a variety of ways:

*Classroom teacher or administrator referral

*AIG Specialist referral

*Parent nomination

*Student self-nomination

An AIG Nomination form must be completed for each student being referred for AIG services. The AIG-1 Nomination Form contains student demographic information, available performance data, and a recommendation/task commitment checklist completed by a faculty member that knows the student well and regularly observes the student in the school setting.

An AIG Program Team at each school oversees the AIG referral and nomination process. The AIG Program Team may be composed of classroom teacher representatives, curriculum specialists, a counselor, an administrator and the AIG specialist. The AIG specialist serves as chairperson of the team. This team meets to review student portfolios, nomination forms, and any available performance data, using multiple criteria pathways for nomination. This team considers any special needs of nominated students and works to find the right fit for students that may need alternative assessment options.

Students in grades K-2 and 9-12 can be referred for AIG Identification to the AIG specialist, or the administration, at each school site when appropriate aptitude and achievement data is available for use in the AIG identification process. This includes score reports acquired through private testing, or transfer scores from a previous school's gifted program, that represent nationally normed aptitude and achievement test data.

* **Practice B**
Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

District Response:

The Cabarrus County Schools AIG Identification pathways include aptitude, achievement, and performance data.

Throughout the nurturing, screening, and identification process for gifted identification, Cabarrus County Schools provides a wide variety of platforms for students to demonstrate gifted abilities and potential. AIG specialists utilize a variety of traditional and non-traditional measures of gifted potential throughout this process, and have access to a wide variety of assessment tools to best match the needs of each individual student.

*Performance can be represented through classroom grades, teacher recommendations, and/or student LIFT portfolio work samples.

*Students are given multiple opportunities to demonstrate achievement gifts through standardized assessments such as NC EOG scores, IOWA scores, or WIAT scores.

*Student aptitude can be identified using the CogAT in a variety of ways: Composite score, Verbal Subtest score, Quantitative Subtest score, and Partial Composite Subtest Scores for students with high Non-Verbal Subtest scores. The NNAT is available as an alternative aptitude assessment for use with ELL students or students who demonstrate strong visual spatial or non-verbal thinking skills.

Grades K-2

Students in grades K-2 with an AIG identification from a previous school, or through private testing, can be identified as an AIG student if they meet the following CCS Primary Identification Criteria:

Pathway 1 (IG):

98th%ile composite score on a Nationally Normed Aptitude test

Pathway 2 (AI, AM, AR):

98%ile on a nationally normed achievement test (Reading or Math)

AND

95%ile on a nationally normed aptitude test (subtest or composite score)

However, all CCS 1st and 2nd grade students engage in the LIFT curriculum with opportunities for both whole group and flexible small group instruction with the AIG Specialist.

Grades 9-12:

Once students are identified as AIG in CCS, they have a continuous enrollment. However, all CCS students in grades 9 - 12 have the opportunity to self-enroll in Honors or AP courses.

Students that enroll in Cabarrus County high schools with an AIG identification from a previous school, or through private testing, are added to the school's AIG Headcount in PowerSchool.

Grades 3-8

Students can be assessed for AIG Identification and service prior to, or during, the first semester of each school year in grades 3-8. The primary testing windows for each grade band are as follows:

*Middle School: summer

*5th and 4th Grade: September

*3rd Grade: October

Cabarrus County AIG Department offers a Summer Testing window for AIG identification. Schools can request aptitude and/or achievement testing for students over the summer months, so a service decision can be made prior to the start of the new school year. Outside of these primary windows, AIG Testing occurs on an as-needed basis during the first semester of each school year.

Aptitude and achievement tests are supplied through the Gifted Education Department to each school site. Tests for AIG identification are administered by AIG Specialists, the AIG Coordinator, or school testing coordinators. Scoring is completed at the district's Education Center through the AIG Department's contracted services with Riverside and Pearson testing.

Identification Criteria

Students in grades 3-8 can be identified for AIG SOAR Resource services and/or Middle School AIG identification through 3 unique pathways:

The IG Pathway (Intellectually Gifted Pathway)

This pathway addresses students with very high aptitudes or IQs. These students may be underachieving in academic areas but will still receive services in order to nurture this aptitude potential. Students eligible for this identification must have a 98%ile composite score or higher on a nationally normed aptitude test.

The Achievement Pathway (AI, AR, AM)

This pathway finds gifted learners whose academic scores are very strong, while the aptitude may not be quite as high. Students who reach the achievement scores only in the area of math are identified Academically Gifted in Math (AM), while students who reach the achievement scores only in the area of reading are identified Academically Gifted in Reading (AR). Students who achieve high scores in both academic areas are identified AIG in both Reading and Math (AI).

Students must have all of the following criteria to be eligible for this identification pathway:

90%ile composite score on nationally normed aptitude test OR 90%ile on aptitude subtest (Verbal or Quantitative)

93%ile on NC End-of-Grade test OR other nationally-normed achievement test for reading or math

AIG Program Team recommendation OR teacher recommendation

The Aptitude Pathway (AI, AR, AM)

This pathway finds gifted learners whose aptitude scores are strong, while their achievement data may not be quite as high. Students who reach the achievement scores only in the area of math are identified Academically Gifted in Math (AM), while students who reach the achievement scores only in the area of reading are identified Academically Gifted in Reading (AR). Students who achieve high scores in both academic areas are identified AIG in both Reading and Math (AI).

Students must have all the following criteria to be eligible for this identification pathway:

93%ile composite score on nationally normed aptitude test OR 93% on aptitude subtest (Verbal or Quantitative)

90%ile on NC End-of-Grade test OR other nationally normed achievement test for reading or math

AIG Program Team recommendation OR teacher recommendation

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* **Practice C**
Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response:

District data shows that a disproportionality exists between the total number of Black and Hispanic students enrolled in our schools, and the number identified as gifted. In order to address this Cabarrus County Schools has adopted responsive programming that nurtures and screens students for gifted potential in early elementary school years.

*Our district's 1st and 2nd grade LIFT program curriculum cultivates potential in young students who may demonstrate non-traditional signs of gifted thinking. The whole class LIFT lessons offer equal access to this curriculum for all students. The AIG Specialist is able to collaborate with the classroom teacher through observation tools. This process also expands the classroom teacher's understanding of giftedness and provides a platform to address any potential myths and misconceptions. The LIFT program is implemented equitably and consistently at all elementary schools in the district, allowing equitable access to students from all demographics.
Additionally, the CCS AIG Identification criteria includes the use of nonverbal components for aptitude testing:
*The Naglieri Non-Verbal Aptitude Test as a screener of ALL students in 2nd grade, and as an alternative aptitude test in grades 3-8.

*CogAT partial composite scores, which incorporate the Non-Verbal Subtest performance when calculating student aptitude in the Quantitative and Verbal areas are used to identify students for AIG identification.

*AIG program teams at individual schools, who have determined a nominated student has a special circumstance that may require an alternative achievement or aptitude test, may request a Secondary Test from the district's Gifted Education department. In these cases, the school's AIG specialist submits a Secondary Test request form to the AIG Coordinator with the rationale for the request.

*The IG Pathway for AIG Identification allows students with a composite score of 98%ile or higher on any aptitude test to be identified for services without any additional criteria.

*Twice exceptional students can be identified as gifted in just one academic area through the use of verbal or quantitative subtest scores on the Cognitive Aptitude Test.

* **Practice D**
Monitors the screening, referral, and identification processes for consistent implementation across the LEA.

District Response:

All Cabarrus County schools' gifted programs use the same AIG screening, nomination and identification processes and have equal access to all assessment materials. All screening, referral, and identification processes are reviewed annually by the AIG coordinator with AIG chairs at all levels. Throughout the testing window for identification, AIG specialists that would like to administer an alternative assessment for achievement or aptitude are required to formally request the alternative assessment using a standardized Secondary Testing Request form. This form includes student data and a rationale for the request and must be approved by the district AIG Coordinator. This ensures consistent implementation of these alternative assessments across the district.

All the 3-8 Screening, Referral and Identification forms are standardized and located in a central digital handbook available to all AIG staff.

Students who are referred and assessed for AIG Identification must meet the district's appropriate AIG Identification criteria in order to be added to PowerSchool with an AIG identification. A standardized PowerSchool Change of

Service Level form is used by all schools to enter a student as AIG or make any changes to the area of AIG identification in PowerSchool.Consistent LIFT lesson plans and student observation forms are utilized at every school by the AIG specialist to ensure program fidelity across schools. AIG specialists collect a standardized list of work samples for each LIFT portfolio created throughout grades 1-2.

The NNAT screener is implemented in every 2nd grade classroom in the district during a consistent spring testing window assigned by the district.

An AIG file is created for any student who goes through the AIG referral and identification process. Student AIG files are standardized across the district. A generic “Model AIG File” is provided to new AIG teachers to provide guidance in the organization and requirements for the AIG files. Annual audits of AIG files are conducted in all elementary schools by the AIG coordinator to ensure consistency and completion.AIG assessment materials are purchased and housed at the district office in the Gifted Education department. AIG specialists at each school can request any needed assessment materials for use during the identification process. All schools have equal access to AIG assessment materials.

* **Practice E**
Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/ families, students, and the community-at-large

District Response:

Screening

A letter is sent home to the parents/guardians of all 2nd grade students no less than 1 week prior to the administration of the NNAT screener. The letter notifies families of the nature of the screener, the testing window, and gives families the option to opt out of NNAT testing.

Student Score reports are sent to parents/guardians in either a digital or paper format based on preference along with the 4th Quarter progress reports. Score reports also go in each student’s Cumulative Record.

Referral and Identification Process
*The referral process and identification pathways are described on our district’s gifted website, and common questions

related to AIG nomination and identification are answered in our FAQ section.

*The AIG referral process and identification pathways are disseminated to regular elementary education teachers annually through our AIG Services Training module, as well as through our Gifted Local Endorsement for Educators (GLEE) course. Elementary AIG specialists meet with grade level PLCs and school administration during critical referral and identification windows to ensure understanding and consistency.

*Families of students nominated for AIG testing receive a Consent for Evaluation form which overviews the testing process. Following testing, families receive the AIG-3 Notification of Results and Placement letter that reports the scores on all tests given for AIG Identification, as well as the final identification decision.

*Identified AIG students and parents receive copies of standardized district forms related to AIG services, and a letter that explains the data used in the identification decision. These forms are available in Spanish for our ELL families. All forms are available in both digital and paper formats.

*Parents/Guardians of students who are identified as gifted are invited to a meeting that overviews Cabarrus County gifted education services.

* **Practice F**
Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

District Response:

Cabarrus County Schools has always maintained consistent and accurate documentation regarding the AIG identification process and has made great efforts to effectively communicate this information to parents and students. The process looks different at each school level, as is outlined below:

Grades K-8

*The AIG-1 Nomination Form clearly records AIG identification data and identification decisions. Scores on tests completed during AIG assessments are recorded on this form. This form is placed in the front of all AIG Student files. A new AIG-1 Nomination form is completed each time a student is nominated and assessed for AIG identification, creating an ongoing record of performance.

*A summary of the AIG assessment scores, and the AIG identification decision goes home to parents/guardians in the form of the AIG-3: Notification of Results and Placement letter. This form is available in both digital and paper formats. A copy of this letter is also contained in the AIG file.

*A copy of the CogAT Student Individual Performance report goes home to the family of any student who took the CogAT in the AIG assessment process. This report explains how to read the results and offers suggestions to families based on the student's performance. All individual performance reports for tests administered during the AIG assessment process are placed in individual AIG Student files.

*Students are added to PowerSchool with an AIG identification using our standardized AIG PowerSchool Change of Service Level form provided to individual school data managers. A copy of the signed AIG PowerSchool form is placed in the back of each AIG student file.

*Parents of identified AIG students must sign the Consent to Serve form before the student can receive AIG resource services. This form is placed in each AIG file and is reviewed annually.

*AIG students in SOAR resource services receive a progress report each semester that overviews the topics of study, the focus skills covered, and the student performance for each unit. Copies are contained in the AIG file which allows for communication between schools when files are transferred about the historical performance and experience of each AIG student.

*AIG chairs use a standardized Parent Meeting PowerPoint presentation to overview AIG identification areas and services equitably at all schools. This presentation is made available to parents on the AIG teacher webpage and/or as an email attachment as well.

High School

*Students are added to PowerSchool with AIG identification using our AIG PowerSchool form provided to individual school data managers. A copy of this form is placed in the AIG student file.

*Student Differentiation Education Plans (DEPs) are developed during course selection conferences and signed by the counselors, students and parents of AIG students annually. The AIG Department is partnering with Student Services to utilize student scheduling, interest inventory, and goal exploration software. This software, called Naviance, is accessible to all secondary students, but AIG students and families in particular, will receive communication on how to

access the software's tools in creating a 4-year plan that meets the students' goals and needs. School level counselors will review each individual student's course selections to ensure that each gifted student is appropriately challenged in their area of gifted identification. The Lead Academic Advisement Specialist and the AIG Coordinator will partner to create and share this communication with families and school level personnel. The Naviance tools and review will become the student DEP for high school.

*** Ideas for Strengthening the Standard**

While we have made some progress in the area of DEP development for high school students through the online Naviance tools and partnering with student services, there is still work to be done. We do not currently identify new high schoolers as gifted. Students that are identified in our district previously, have outside testing results, or transfer in with the identification all maintain that identification. High school students self-select their coursework, but we continue to be interested in developing more focused or direct services for high school students. There are pockets of this happening in the district through Early College and IB Seminar courses, but it is not currently consistent due to lack of personnel and master schedule constraints.

We have developed an AP/Honors course recommendation letter for teachers and counselors that see potential in any student, however we would like to ensure that it is used with fidelity and that students, regardless of AIG identification, are encouraged and supported in the decision to take more rigorous courses when appropriate to their needs and goals.

We are currently standardizing communication processes for middle and high school. Once that is implemented, an audit process will follow.

Our LIFT program allows us to nurture the talents of all students in grades 1 &2. We feel that work is extremely valuable and important, but a future goal would be to have enough staff to allow us to identify and/or provide direct services for identified students in grades K-2 beyond the LIFT program.

Planned Sources of Evidence

* AIG Student Files

* AIG-1 Nomination Form (paper/digital)
* Teacher Recommendation Form (paper/digital)
* AIG-2: Consent for Evaluation (paper/digital)
* AIG-3: Notification of Test Results (paper/digital)
* AIG-4: Invitation to Meet and Consent to Serve (paper/digital)
* Spanish Forms
* Differentiated Education Plan (elementary form, middle form, high school letter)
* AIG Progress Report (paper/digital)
* AIG Powerschool Form
* Math Double Acceleration Criteria document and identification paperwork
* LIFT Portfolios
* NNAT District Data
* NNAT parent letter and Student Score Reports
* NNAT test records on cumulative one-pager
* CCS Gifted Education webpage and AIG Specialist webpages
* AIG Services Training Module
* AIG Services Parent Meeting presentation slides (elementary and middle versions)
* Choosing Rigor for your AIG or Advanced Learner in High School presentation slides
* Elementary AIG Handbook of Forms
* Middle School and High School Shard Drive forms

* AIG student File Audit forms

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 1 Additional Resources	N/A	

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Standard 2: Comprehensive Programming within a Total School Community

The LEA provides a K-12 AIG program with an array of services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services will develop students' strengths through intentional learning experiences in various domains that are not dependent on the students' demographic background or economic means.

* **Practice A**
Delivers an AIG program with comprehensive services that address the academic and intellectual needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

District Response:

Cabarrus County Schools strives for delivery of AIG programs and services that accommodate the needs of gifted learners across all grade levels and settings. We are using a multi-dimensional support model to address these diverse needs for our gifted learners.

Elementary School
Students identified as AIG in grades 3-5 will receive 2 hours per week of AIG pull-out enrichment service through our SOAR program. All our AIG SOAR students in Cabarrus County Schools have demonstrated high aptitude as evidenced in our screening and testing process. AIG SOAR units support the CCS AIG Curriculum Goals and Objectives and extend and enrich Common Core Standards for students with a high level of aptitude.

-The 3-5 SOAR program integrates many cross-curricular topics, as well as higher level thinking and problem-solving skills, therefore the SOAR program is beneficial to students identified as gifted in math, reading, and/or IG.

-The implementation of the SOAR AIG Curriculum in all Cabarrus County elementary schools allows us to target global competencies, problem and project based learning, social and emotional needs, and career readiness for our district's AIG students.

-Instruction is designed to accommodate a wide variety of learning styles, interests, and areas of ability by providing choice and integration of all content areas.

CCS AIG SOAR Curriculum

Curious, Creative and Productive Thinking
Goal 1: Students will explore questions and develop techniques that help in the search for innovative solutions and the creation of unique concepts.
Objectives
1.1 Demonstrate the ability to use fluency, flexibility, originality, and elaboration in idea production
1.2 Demonstrate the use of the brainstorming and question-storming processes in creative problem solving .
1.3 Show knowledge of various creative thinking strategies to create an original product
1.4 Show knowledge of various creative processes (such as SCAMPER, webbing, brainstorming)
1.5 Produce questions, ideas and solutions for real challenges using curiosity and creativity techniques

Problem Solving
Goal 2: Students will learn strategies for rational decision-making and apply them to problems and issues in today's world.
Objectives
2.1 Demonstrate understanding of a variety of problem solving skills
2.2 Develop problem solving techniques and group generated solutions
2.3 Apply problem-solving strategies to class-based situations, such as math word problems and conflict resolution
2.4 Apply problem solving strategies to real-life situations

Thinking Skills
Goal 3: Students will make connections between present knowledge and new information, derived from varied

materials and environments. They will identify premises, analyze relationships and validate conclusions.
Objectives
3.1 Implement techniques for convergent and divergent thinking, such as deductive and analogous reasoning
3.2 Develop strategies for critical thinking through abstract concepts, connections and generalizations
3.3 Develop techniques for inductive inquiry
3.4 Develop skills of visualization and spatial perception
3.5 Understand the nature of thinking and apply metacognition
(Revised Bloom's Taxonomy and Jacob's Ladder)
3.6 Develop reflection and self-evaluation skills

Research
Goal 4: Students will make effective decisions about the identification, implementation and presentation of ideas.
Objectives
4.1 Independently state a topic as a research question by:
-identifying concepts
-broadening and narrowing
-translating the question into a searchable query
4.2 Conduct and plan independent studies and research projects using:
-action plans
-time management skills
-study skills
-appropriate documentation
-multiple primary, secondary sources
-self-assessment
4.3 Evaluate research sources for relevance and accuracy
4.4 Understand appropriate usage with regard to copyright and patent law.

4.5 Analyze information to create a meaningful format/product
4.6 Reflect upon and personally interpret research results

Personal Growth
Goal 5: Students will recognize their individual strengths, needs and interests, and develop skills to achieve their potential while making meaningful contributions to society.
Objectives

5.1 Analyze and clarify feelings on being gifted, and explore related social and emotional issues
5.2 Gain an understanding and respect for each person's abilities, and recognize the similarities and differences between oneself and others
5.3 Explore feelings about a variety of ethical, moral, and cultural issues
5.4 Develop respect for self and empathy for others
5.5 Develop awareness for one's own learning profile and area(s) of giftedness
5.6 Develop self-monitoring skills for personal interactions
5.7 Demonstrate leadership and self-advocacy skills
5.8 Develop, pursue, and adjust short- and long- term personal and academic goals

Communication
Goal 6: Students will use effective communication skills to construct knowledge and interact with others through a variety of techniques and media.
Objectives
6.1 Participate effectively in a large group discussion. The student will edit and refine information, concepts and ideas to be reported individually and in groups to ensure quality products
6.2 Communicate verbally, recognizing and practicing techniques of public speaking, appropriate to a specific audience
6.3 Create, develop and deliver presentations in a variety of formats using various multimedia tools
6.4 Develop skills for delivery and acceptance of constructive criticism, peer and teacher review and self-evaluation
6.5 Identify and solve problems using appropriate communication skills in a collaborative endeavor.

*In alignment with best practices for gifted learners, Cabarrus County Schools recommends the practice of cluster grouping AIG students in all elementary school regular education classrooms whenever possible.

*The LIFT nurturing potential program provides opportunities for ALL students in 1st and 2nd grade to be exposed to a variety of high-level thinking skills, and demonstrate thinking potential in a non-traditional format. Students that demonstrate strengths in particular thinking skills will have the opportunity to practice that skill in a small group setting led by the AIG specialist.

*All students that demonstrate high achievement levels through our testing and screening process also receive enrichment and acceleration opportunities in the regular classroom curriculum for the appropriate content areas. School level PLCs use data from AIG testing along with information from their Data Digs to determine strategic and

flexible grouping options. A wide variety of differentiation strategies are used to meet the various needs of our gifted students.

Middle School
*Advanced course programming is available at all our middle schools for advanced learners and gifted students. This includes the following:

-Advanced Math Placement Services (AMPS): The AMPs courses include the curriculum strands of ratios and proportional relationships, the number system, expressions and equations, geometry, and statistics and probability. During this 2-year course sequence, student instruction will cover 6th, 7th, and 8th math standards in preparation for Math 1 in 8th Grade.

-Advanced Language Placement Service (ALPS): ALPS is an opportunity for students to develop flexible and strategic ways to read and write about a wide variety of texts in a fast paced and fluid environment. Emphasis is on moving from merely comprehending text to rhetorical analysis and writing to develop students' clarity, complexity, and effectiveness. Students will apply their knowledge in a variety

of ways and will work more independently, often at a faster pace than in regular Language Arts. The curriculum is intended to strengthen students' skills in critical inquiry, deliberation, rhetorical analysis, argument, and synthesis.

-In 8th Grade students may be eligible to take **Math 1, World Language 1,** and/or **Earth and Environmental Science** for high school credit.

*Gifted learners are enrolled in these advanced classes based on their area of AIG identification so that matching services are guaranteed. IG students are enrolled in these advanced courses as long as current performance data demonstrates it will be the best service level to meet their needs.

*Rising 6th grade students who are highly gifted in math can qualify for our Math Double Acceleration program that allows the student to take Math 1 in 7th grade and Math 2 in 8th grade.

*Cluster grouping of AIG identified students within middle school classes is encouraged.

*Annual AIG parent meetings are conducted by the 2 AIG chairs at each middle school, in collaboration with the guidance counselors, at the start of each school year. These meetings overview the Differentiation Education Plan and course offerings for gifted students at the middle school level, as well as educate parents about some of the

social and emotional issues their child may experience with being a gifted learner.

High School

*High school AIG students utilize the district's open enrollment policy to register for rigorous coursework including AP level courses, Honors level courses, and dual-enrollment college-level courses. High school students can utilize Cabarrus County School's Program Choice to enroll in programs that match their academic and intellectual interests and goals.

*High School counselors, AIG students and their parents will participate in the development of the student's annual Differentiation Education Plan (DEP) during course advisement and scheduling. Families and counselors will use Naviance, a web-based college, career planning, and advising program for students and parents to aid in this process. This DEP process provides the opportunity for discussion on how to enroll in courses that will continue to provide rigor and challenge in their area(s) of AIG identification.

*Annual Parent/Student Meeting titled: "Choosing Appropriate Rigor for High School for Gifted and Advanced Learners" is offered to all AIG students and families at each individual high school.

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* **Practice B**
Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel based on student needs.

District Response:

In alignment with our multi-faceted approach to serving our gifted learners, the Gifted Education Department has partnered with several groups in order to address the social and emotional needs of AIG students.

Classroom Teachers

*Teachers who acquire the Gifted Local Endorsement for Educators in Cabarrus County study multiple topics related to the social and emotional needs of gifted learners. GLEE curriculum covers the following topics to create a greater understanding of the unique needs of gifted learners:

*Overexcitabilities

*Underachievement

*Perfectionism

*Asynchronous development

*Social development

*Unique learner profiles of gifted students

School Counselors

*Elementary counselors have access to The Survival Guide for Gifted Kids by Judy Galbraith. Counselors provide targeted small group counseling or individual counseling that may be needed by the AIG students at each school.

*Middle and High School counselors have access to The Gifted Teen Survival Guide by Judy Galbraith and Jim Delisle at each school. Some use this resource to plan and target small group counseling sessions for gifted learners.

*One counselor from each High School serves as the AIG Liaison. These counselors receive notifications related to AIG policies and opportunities and assist high school AIG Chairs with AIG file management and programming support.

*All high school counselors take part in the development of each high school AIG student's Differentiation Education Plan through their annual scheduling meetings.

*Counseling Resources for working with AIG learners is available on the district Gifted Education webpage. Counselors can submit new resources to be added to the webpage as new ones become available. Resources are listed by the social/emotional topic they address.

*The Student Services Department Lead Academic Advisement Specialist works with the AIG Coordinator to communicate with middle and high school families about appropriate course selection and utilizing tools to inventory

student interest and college/career planning.

SENG
*Cabarrus County Gifted Program offers SENG (Social Emotional Needs of Gifted) parent groups each year. Trained SENG facilitators conduct these parent sessions after school hours for parents that sign up for the group. The number of sessions and participants varies year to year based on the available AIG budget.

* **Practice C**
Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.

District Response:

A full-time AIG Coordinator in the Academic Services department provides a direct link between AIG programming and other LEA departments and programs. Monthly department meetings allow for collaboration and sharing across various instructional departments.

An AIG Department Improvement Plan is developed annually and shared out with district leadership teams at key check-in points throughout the year. Data and progress updates are provided in order to keep other departments aware of AIG initiatives within the district.

AIG specialists in all schools offer curriculum support and guidance to classroom teachers in need of materials and strategies to differentiate for gifted learners. AIG-related professional development is included annually in the district's PD menu.

CCS Gifted Education Department offers all K-12 classroom teachers the opportunity to take the Gifted Local Endorsement Course which will build and spread the knowledge of how to differentiate appropriately for gifted learners in all classroom settings.

* **Practice D**
Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.

District Response:

Cabarrus County Schools makes use of intentional grouping to meet the needs of gifted learners. The expectations for effective grouping are outlined in Cabarrus County's Common Instructional Framework Guides for Elementary School and Secondary School. This includes recommendations for small group instruction as well as independent learning and practice.

Workshop and small group instructional models used in all of our elementary and middle schools are built on flexible small group instruction. Data from quarterly benchmark assessments and common formative assessments are used to create the groups and meet the needs of each student at their level.

Data analysis in K-12 grade level or content PLCs in all CCS schools drives decisions about grouping for advanced learners to promote growth of all students. PLC teams utilize Mastery Connect benchmark data and common formative assessment data to plan for effective instructional strategies for students that have demonstrated mastery at key points.

Cluster grouping of AIG identified students and other advanced students is recommended as a best practice in all schools and grade levels.

In the primary LIFT intervention program, teachers target small groups to work with throughout the year. These groups are flexible and fluid based on the students who demonstrated high ability in a particular thinking skill.

In compliance with House Bill 986, the Cabarrus County middle school advanced math courses are open to any student who achieves an 80%ile or higher on the End of Grade Test in Mathematics. Students that reach a Level 5 in later years of middle school can be on-ramped into advanced math courses by completing a local "on-ramping" course that covers missed content and objectives from the previous prerequisite course(s) that the student was not exposed to. This support and practice helps ensure the best chance of success for a student added to a pathway of compacted math curriculum at a later point in middle school.

Students who score an 80%ile or higher on the End of Grade Test of Reading can be enrolled in the middle school Advanced Languages Placement courses at any point during the middle school years when this data point is reached.

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

District Response:

The AIG Coordinator regularly attends Academic Services Department meetings, as well as K-12 administrator meetings, to share information and policy related to gifted services in Cabarrus County Schools.

Information related to programming and policy is provided to teachers, school administrators, and support staff through the county Gifted Education web page including the following:
*AIG Plan and Program Details
*FAQ section
*A comprehensive Gifted Education Google Site that provides resources for all stakeholders
*Resources page for guidance counselors and school psychologists working with various social and emotional needs of gifted learners.

The AIG Program teams and/or chairs at each school site uphold the regulations related to gifted education during the AIG nomination and identification process, and oversee that gifted students are placed in appropriate differentiated services.

Each school year an annual AIG Program overview is shared with elementary school personnel that includes information about AIG services, referral and identification process, and best practices for differentiation in the classroom.

Classroom teachers and AIG specialists collaborate to develop the Differentiation Education Plan for each AIG identified student annually. This DEP holds teachers accountable for meeting the differentiation needs of AIG identified students in the regular classroom in each child's area of identification.

At the start of each school year, the AIG Department distributes a school-level headcount list to the AIG Chairperson(s) at each school. This process spreads awareness of who the gifted students are and allows for appropriate differentiation opportunities to take place across all academic areas.

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

District Response:

The Gifted Education Department has developed a database for each of our schools that contains the lists of AIG identified students within that school, and the students' areas of identification. This database is shared with the AIG Chairperson(s) at each school. Knowing WHO the gifted learners are supports appropriate differentiation taking place for each student.

Elementary
*AIG specialists meet with 1st and 2nd grade teachers about the portfolio development process for our LIFT program at the start of each school year. These portfolios follow students up to the 3rd grade nomination and identification period and are reviewed by the AIG Program Team at each school. When students transfer within the county, LIFT portfolios are transferred to the AIG specialist at the new school.

*5th Grade AIG files are transferred to corresponding middle school AIG chairs at the annual county wide file exchange held the last week of school. Elementary AIG teachers provide the AIG Coordinator with a digital list of identified AIG students and the recommended matching services the student should receive at the middle school. The AIG Coordinator shares this digital list with the corresponding middle school's administration and AIG staff. This allows for appropriate class assignments to be made over the summer.

*The AIG Coordinator works with the Assistant Superintendent of Middle Schools and the Middle School Assistant Principals to facilitate the information flow for the scheduling process for advanced learners transitioning to 6th grade.

Middle
*8th Grade AIG files are transferred to corresponding high school AIG chairs at the annual county wide file exchange held the last week of school. Middle School AIG teachers provide high school chairs a list of identified AIG students and the students' areas of identification.

*During 1st semester, middle school AIG chairs audit their student files to ensure they have a file for each of their AIG identified students. We use a Google Sheet to compile a list of files that AIG chairs are missing, or files they have that need to be transferred to another school.

High
*During 1st semester, high school AIG chairs audit their student files to ensure they have a file for each of their AIG identified students. We use a Google Sheet to compile a list of files that AIG chairs are missing, or files they have that need to be transferred to another school.

*Middle and High School counselors utilize Naviance (the college, career planning, and **advising** program for students and parents) with rising 9th grade AIG students during their High School orientation and scheduling conferences to ensure appropriate rigor and challenge is continued for gifted learners in high school.

Transfer Process
*For AIG students who transfer within the county, files are sent directly to the AIG chair at the new school.

*When a student transfers out of the county, files are sent from the school to the central office for storage in the Gifted Education office. Files are available to be copied and sent to new schools upon request or returned to a Cabarrus County School if the student re-enrolls.

*Students who transfer in from another district with an AIG identification are referred to the AIG Program Team, and all available identification data is collected. Students that meet CCS AIG service criteria can be served immediately through matching gifted programming. Students that do not meet the district criteria are served in the classroom through differentiation and can be re-assessed in subsequent school years for AIG Resource services.

*Cabarrus County honors the AIG identification of any student transferring in as part of a Military Family. Matching AIG services begin immediately once the school's AIG program team is notified of the student's identification.

* **Practice G**
Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.

District Response:

Cabarrus County Schools has made the following opportunities for acceleration available to its gifted learners:

*Cabarrus County Schools participates in 2 Credit by Demonstrated Mastery (CDM windows (Fall and Spring). A

summer CDM window is available if needed. Middle and High school counselors are trained to counsel students and families about making the decision to apply for CDM credit and serve as liaisons to the Gifted Education Department as needed during the Phase 1 and Phase 2 process.

*High school AIG students utilize the district's open enrollment policy to register for accelerated and rigorous coursework including AP level courses, Honors level courses, and dual-enrollment college-level courses.

*Students highly gifted in math have the opportunity to qualify for the CCS Math Double Acceleration pathway in middle school. In order to be eligible for this advanced math pathway, students must meet a set of rigorous criteria at the end of 5th grade. These students take our 7th grade Advanced Math Placement course in 6th grade, Math 1 for high school credit in 7th grade, and Math 2 for high school credit in 8th grade. A recommended acceleration math continuum is provided to these families for long-term planning all the way through high school.

* Middle school students in the Advanced Math Placement course (AMPS) receive compacted curriculum in grades 6 and 7, concluding with Math 1 for high school credit in grade 8.

* 8th grade students have the opportunity to take a compacted year of science including Earth and Environmental Science for high school credit. At some schools, World Language 1 for high school credit is offered to 8th grade students.

* Strategic use of digital learning tools such as ALEKS, iReady Reading, iReady Math, CANVAS, Blended Learning, and virtual school courses provide opportunities for students to accelerate and compact curriculum.

The CCS Gifted Department's **Enrichment and Acceleration Options** document overviews policy for students being considered for subject or grade acceleration.

Students who may benefit from subject acceleration are encouraged to meet the following district guidelines:

*99th percentile on standardized achievement test in reading, math, or total composite
*Long term plan in place for future subject acceleration in consecutive years of instruction.
*Work sample portfolio demonstrating above grade level performance
*Strong student interest and motivation
*Social-emotional profile of maturity as shown on a formal checklist or scale of early social development

*Independent learner in school environment
*Parent support
*Regular Classroom Teacher recommendation
*School administrator recommendation
*AIG Program Team recommendation

For students being considered for grade acceleration, schools can utilize information from the IOWA Acceleration Scale to determine the best academic placement and follow one of the following procedures for grade acceleration:

1. The school administrator can make an administrative decision to accelerate a student based on all available data and when the acceleration is in the best interest of the student.

2. School personnel can assess the student being considered for acceleration and utilize the following district acceleration criteria:

*99%ile composite score on standardized aptitude test
*99%ile composite score on standardized achievement tests in both reading and math

*Work sample portfolio which demonstrates mastery in reading, language arts, and math

*Demonstrates social and emotional maturity as shown on a formal scale of early social development: IOWA Acceleration Guide recommended.

*Independent learner in school environment
*Strong student interest and motivation
*Regular Classroom Teacher recommendation
*AIG Program Teacher recommendation
*AIG Program Team recommendation
*Parent Support

* **Practice H**
Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

District Response:

High School

In Cabarrus County Schools high schools, any student with the desire for advanced learning opportunities and rigorous curriculum can enroll in Honors or AP level coursework through our open enrollment policy. Several high schools in Cabarrus County are also part of the Equal Opportunity Schools initiative. This initiative places intentionality on recognizing students that are in need of advanced coursework such as AP and Honors and then advising those students accordingly through the scheduling process. In order to inform and advise students and families of these opportunities, counselors have access to tools on the Gifted Education website. These tools include an AP Potential letter, a 4-year planning document for setting goals, and a listing of rigorous course offerings.

Cabarrus County Schools has three Early College High Schools. The aim of the Early College model is to graduate students who earn a high school diploma as well as two years of transferable college credit or an associate degree all at no cost to their families. The target population for early colleges is first generation college-goers, those seeking a challenging, more rigorous curriculum or other historically underserved populations.

Cabarrus County Schools also offers a wide variety of Program Choice options. Students may apply to attend one, or in some cases a combination, of several magnet or academy programs. At the high school level these include: International Baccalaureate (IB), Science, Technology Engineering, and Math (STEM), Academy of Hospitality and Tourism, Academy of Health Sciences, Academy of Architecture and Construction, Academy of Information Technology, Academy of Engineering and Automation, Academy of Aviation and Aerospace, Academy of Financial Technology, and the Academy of Public Safety.

The Career and College Promise (CCP) Program is also an option for students at any of CCS' high schools that meet the program eligibility requirements and provides the resources for students to earn tuition-free college credit.

Middle School

In an effort to provide greater access to advanced courses in our district's middle schools, any student who achieves an 80%ile or higher on the Math EOG is eligible to enroll in the Advanced Math Placement course, regardless of AIG identification. Any student who achieves an 80% or higher on the Reading EOG is eligible to enroll in the Advanced Language Arts Placement course, regardless of AIG identification.

Students who score between a 75-79%ile on the EOG can still be eligible for advanced course programming if the student also has 2 of the 3 following criteria:

-teacher recommendation

-5th grade achievement of Level 3 or 4 on all grade level standards (per standards-based grading)

-85%ile or higher on a standardized aptitude test

Middle School students also have the opportunity to enroll in Program Choice options in CCS. Those options include: International Baccalaureate (IB), Science, Technology Engineering, and Math (STEM), Dual Language Immersion and the School of Fine Arts

Elementary School

LIFT

The district's 1st and 2nd grade LIFT program curriculum cultivates potential in young students who may demonstrate non-traditional signs of gifted thinking. The whole class LIFT lessons offer equal access to this curriculum for all students.

Elementary students in 1st and 2nd grade will have the opportunity to experience enrichment classes that extend the curriculum in the regular classroom. These LIFT (Learning Interventions for Talented) classes provide students, the regular classroom teacher, and the teacher of gifted education a chance to partner together in the cultivation of potential in young high ability students.

Curriculum: The LIFT program consists of whole group and small group lessons focusing on Convergent, Divergent, Visual/Spatial, and Evaluative thinking skills using the Primary Education Thinking Skills curriculum (Pieces of Learning). PETS is a systematized enrichment and diagnostic thinking skills program that serves the dual purpose of helping in the identification of academically talented students and teaching students higher level thinking skills. While PETS is the main source of these lessons, the AIG Specialist PLC reviews and updates the curriculum to include additional lessons that will benefit students.

Format: The entire class is given the opportunity to experience the challenge of the thinking skills through whole group lessons facilitated by the school's certified AIG teacher. Based on teacher observation and student performance, a small group of students is then given further opportunity to explore the thinking skill in a variety of in-depth small group activities. During the small group activities, the AIG teacher is able to evaluate student potential further and to plan student programming accordingly.

Throughout the LIFT program, the AIG teacher and regular classroom teacher will collaborate by collecting data through observations and work samples. After each thinking skill is introduced, the AIG teacher will provide the regular classroom teacher with possible resources that they may use for enrichment within the classroom that will allow students to further practice the program's thinking skills and make connections to the regular curriculum.

SOAR

Students can be referred and assessed for AIG identification and/or advanced course enrollment at multiple entry-points. Students can be re-assessed each year in grades 3-8 when the data supports a referral, and a full year has passed since the previous test administration.

CCS AIG Identification criteria includes the use of nonverbal components for aptitude testing:

-The NNAT as a screener of ALL students in 2nd grade, and as an alternative aptitude test in grades 3-8.

-CogAT partial composite scores which incorporate the Non-Verbal Subtest performance.

Results of these alternative types of aptitude assessments are shared with ELL, EC and classroom teachers when appropriate, allowing a collaboration with the AIG teacher and other teachers to meet the unique learning needs of these non-verbal thinkers. The CCS Gifted Department has developed resources for teachers to use with students that exhibit non-verbal potential. Resources for these unique thinkers and learners intend to promote academic success and growth.

The CCS IG Pathway for AIG Identification allows students with a composite score of 98%ile or higher on any aptitude test to be identified for services without any additional criteria. Twice exceptional students can be identified as gifted in just one academic area through the use of verbal or quantitative subtest scores on the Cognitive Aptitude Test.

AIG teachers develop an Individual Differentiation Education Plan (IDEP) for students that may have a need for an alternative learning environment in the AIG program. For example, a twice exceptional student may require a one-on-one setting with the AIG teacher or opt for less pull out service time when it becomes a burden on his or her regular

academic program. These decisions are made in collaboration with the AIG teacher, classroom teacher, parents, and any other support teachers that may work with the student.

Elementary students in CCS have the opportunity apply for the following programs through Program Choice: International Baccalaureate (IB), Science, Technology Engineering, and Math (STEM), Dual Language Immersion and the School of Fine Arts

* **Practice I**
Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.

District Response:

These opportunities vary greatly by school and can be impacted year to year by budget and personnel.

On the Gifted Education webpage, a link to a list of a wide variety of summer enrichment opportunities for Gifted Learners is available to the public. AIG teachers at elementary schools share information regarding camps and enrichment opportunities with parents of AIG students through email or other newsletter formats. Middle and high school links are shared on social media.

Many schools offer some, or all, of the following opportunities for their AIG students:

-VEX Robotics Programs/Camps

-LEGO Camps
-Interest Clubs (wide variety)

-Academic Clubs
-Service learning opportunities
-Academic competitions (Young Authors, Math 24, Math and Science

Olympiads, Quiz Bowls, Spelling Bee, Geography Bee, Odyssey of the Mind, Science Fair)
-Field trips (virtual, school site, off site, guest speakers)

-Arts Council performances
-School-wide enrichment opportunities (Science Day, Hour of Code, Music,

Art and Theater opportunities)
-Camp Invention

-Elementary club days (during school hours and often facilitated through a high school partnership)

*** Ideas for Strengthening the Standard**

Once we have enough AIG personnel in our elementary schools, we hope to create an enrichment kindergarten curriculum. Currently our staff limitations and schedule limitations do not allow us to serve Kindergarten students in any direct way.

The AIG programming and services are very limited at the high school level at this time. If district budget ever allows a strong addition to high school programming would be high school AIG specialists at every high school who would serve as case managers and advisors for each high school's AIG population and AIG community.

Planned Sources of Evidence

* Continuum of Elementary AIG Services document
* CCS Instructional Framework Guides
* SOAR AIG Curriculum document and identification pathways
* K-12 Differentiation Education Plan documents
* Individualized Differentiated Education Plan documents
* AIG Services Training Modules
* AIG Services Annual Parent Meeting slideshow presentations (elementary and middle versions)

* Gifted Local Endorsement (GLEE) website, brochures, and Canvas courses
* Middle and High School Advanced Course Progressions
* Middle School Advanced Course Brochure
* 6th-8th AMPS curriculum
* Middle School Advanced Courses criteria document (English and Spanish versions)
* Middle School Advanced Course on-ramping Canvas courses
* CCS Program Choice webpage
* District guidelines for grade acceleration
* IOWA Acceleration Scales
* LIFT portfolios
* LIFT Curriculum, CANVAS course, newsletter for classroom teachers
* Support materials database for Visual-Spatial learners
* AIG Headcount lists
* AIG ES/MS Transition lists
* CCS AIG Department Improvement Plan
* Benchmark data
* CCS Gifted Education Webpage
* CDM Webpage and Schedule
* SENG website and group registration information
* The Gifted Teen Survival Guide by Judy Galbraith and Jim Delisle

* The Survival Guide for Gifted Kids by Judy Galbraith

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 2 Additional Resources	N/A	

Cabarrus County Schools (130) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

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

District Response:

In Cabarrus County Schools students are placed in the most appropriate educational environment based on intellectual abilities. Differentiated curriculum, which is greater in depth and complexity than the Common Core State Standards, is developed and implemented according to the level of service. The differentiated curricula align with the AIG resource DEP and/or IDEP. Subject and grade acceleration are options for students that need extensive differentiation.

Extension and Enrichment Opportunities
•At the elementary level the AIG SOAR curriculum is focused on process skills and global competencies such as: research, communication, technology, critical thinking, and creative thinking that align with and extend the North Carolina Standard Course of Study (NCSCOS).

*The CCS Gifted Education Department developed units of study for SOAR resource classes that align to and extend the NCSCOS objectives for each grade level and will provide opportunities for gifted learners to explore high interest areas such as: architecture, inventions, and the mystery genre.

*All students in 1st and 2nd grade receive cultivating potential (core +) enrichment in the regular classroom. AIG teachers partner with classroom teachers, and any other instructional staff, to provide opportunities for students to demonstrate gifted thinking skills during these LIFT lessons. AIG Specialists designed Canvas courses that house resource and lesson ideas to integrate the thinking skills into the NCSCOS. Classroom teachers can easily access these resources and specialists can update as needed.

*The AIG Department developed an AIG at Home Google site for K-5 students and families to access enrichment opportunities by subject area, thinking skill and grade level bands. This site is available on the district Gifted Education website as well as AIG teacher websites.

*Extension and enrichment lessons and activities for the regular classroom are built into the CCS Curriculum Documents.

*The CCS AIG Department created Math Differentiation courses for grades K-5 that are available for teachers to use with students via Canvas.

Acceleration

At the middle school level, the ELA and Math curricula are differentiated to meet the unique needs of AIG learners through a variety of acceleration opportunities:

*The Advanced Language Placement (ALPS) courses in middle school utilizes the NCSCOS ELA objectives while accelerating students using more advanced, rigorous text. ALPS classroom teachers supplement their instructional frameworks with **ELA lessons for Gifted and Advanced Learners** from **Vanderbilt University's Program for Talented Youth**. These are concept-based lessons that are aligned to the Common Core Standards but are accelerated beyond the typical level.

*The Advanced Math Placement (AMPS) course compacts the 6th, 7th, and 8th grade NCSCOS math curriculum, allowing students to participate in Math 1 in 8th grade for high school credit. A separate county curriculum guide has been developed for the AMPS course.

*Exceptionally advanced math students have the chance to double-accelerate their Math courses, allowing them to take Math 1 in 7th grade and Math 2 in 8th grade.

*At the majority of middle schools in the district, students have the option to take Earth and Environmental Science and/or World Language 1 for high school credit during the 8th grade year.*At the high school level teachers follow the Honors Blueprint and AP Common Core and Essential Standards. Honors level courses extend the regular curriculum to expose students to the AP or college level objectives for the course. Students wishing to accelerate beyond CCS-offered courses have the option to enroll in NCVPS, NCSSM courses, or participate in dual enrollment courses with Rowan Cabarrus Community College.

*Students in grades 8-12 are able to request that they be considered to receive Credit by Demonstrated Mastery. This will require the student to demonstrate a deep understanding of content through the successful completion of a comprehensive assessment and an artifact portfolio. A school level team will review all of the evidence to determine if credit can be awarded.

* **Practice B**
Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles to address a range of learning needs at all grade levels.

District Response:

Cabarrus County Schools does utilize diverse and effective instructional practices for gifted learners, and the opportunities are different at each level within the district.

Elementary Schools

Both classroom teachers and AIG resource specialists make use of a variety of instructional practices for gifted learners including the following:

-Project Based learning

-Choice boards and menus

-Problem Based learning

-Workshop model instruction

-Group Collaboration

-Flexible small group instruction

-Higher level questioning

-CANVAS courses for a flipped classroom experience

Cluster grouping of gifted learners is recommended in all regular education classrooms allowing classroom teachers to differentiate for advanced learning needs based on data from county-wide assessments and learning profiles.

The services provided through the SOAR AIG resource program are designed to accommodate a wide variety of learning styles, interests, and areas of ability by providing choice, allowing for creativity, and integrating a variety of academic content areas.

The 1st and 2nd grade LIFT nurturing program allows teachers to make observations of students with particular strengths in a wide variety of thinking skills, and target those students in small group settings to build on those skills. These small groups are fluid and flexible based on the identified abilities observed throughout the year in whole class LIFT lessons.

Additionally, Cabarrus County offers the following magnet programs for Elementary students with particular interests:

-International Baccalaureate

-STEM

-Fine Arts

-Language Immersion (Mandarin and Spanish)

-Year-Round Schedule

Middle Schools
At the middle school level the E/LA and Math curricula are differentiated to meet the unique needs of AIG learners

through acceleration and enrichment within the district's ALPS and AMPS coursework. Students are identified for these advanced level courses based on their area of gifted identification, as well as existing performance data.

*Exceptionally advanced math students have the chance to double-accelerate their Math courses, allowing them to take Math 1 in 7th grade and Math 2 in 8th grade.

*At the majority of middle schools in the district students have the option to take Earth and Environmental Science and/or World Language 1 for high school credit during the 8th grade year.

Classroom teachers make use of a variety of instructional practices for gifted learners including the following:

-Project Based learning

-Choice boards and menus

-Problem Based learning

-Workshop model instruction

-Group Collaboration

-Small group instruction

-Socratic Seminar

-CANVAS courses for a flipped classroom experience

Within the middle school advanced courses, cluster grouping of identified AIG students is highly encouraged.

Additionally, Cabarrus County offers the following magnet programs for Middle School students with particular interests:

-International Baccalaureate

-STEM

-Dual Language Immersion (Spanish)

High School
At the high school level teachers follow the Honors Blueprint and AP Common Core Standards and Essential Standards. AIG students are offered multiple opportunities for advanced curriculum through Honors and AP courses. Students in high school self-select courses.

Classroom teachers make use of a variety of instructional practices for gifted learners including the following:

-Project Based learning

-Choice boards and menus

-Problem Based learning

-Group Collaboration

-Socratic Seminar

-Debate

-Small group instruction

-CANVAS courses for a flipped classroom experience

Students with particular interests or readiness levels have the option to enroll in online coursework through NCVPS and NC School of Science and Math, or participate in dual enrollment courses with Rowan Cabarrus Community College.

Additionally, Cabarrus County offers the following magnet programs for high school students with particular interests:

*International Baccalaureate

*STEM

*Academies

-Public Safety

-Information Technology

-Hospitality and Tourism

-Engineering and Automation

-Health Sciences

-Architecture and Construction

-Aviation and Aerospace

-Financial Technology

*Early College High School
*Early College of Technology

*Early College of Health Sciences

* **Practice C**
Incorporates a variety of evidence-based resources that enhance student learning.

District Response:

The following list represents some examples of the research based supplemental resources used by the AIG resource classroom and by the regular education classroom teachers in order to differentiate for gifted learners:

*Evidence-based resources linked to Stage 3 Understanding by Design CCS Curriculum Documents

*nAvIGate Curriculum units and resources

*Gifted Local Endorsement for Educators course curriculum and textbooks

*Mastery Connect
*Primary Education Thinking Skills (PETS)
*Junior Achievement Curriculum
*LEGO and Vex Robotics curriculum and materials
*Math Olympiad
*Creative Problem-solving
*Junior Great Books
*William & Mary Units
*Jacob's Ladder and Navigator Novel Studies
*Singapore Math
*Project USTARS PLUS
*Wordly Wise
*ELA Curriculum Enrichment Units from Vanderbilt University

Most of these resources are purchased for each individual school site to use with their AIG learners, but some resources may be housed in the district's AIG Department for teachers to check out and use when needed. (ex: Navigator Novel Study guides).

* **Practice D**
Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership.

District Response:

Cabarrus County Schools engaged in a multi-year, district-wide professional development for faculty focused on the 4C's: Communication, Creativity, Collaboration, and Communication. One of the focus modules was on how to apply the 4 C's with gifted students across the curriculum and grade bands. In a professional development designed by the AIG Department, teachers examined how to develop and grow each of the 4 C's for gifted learners with diverse needs and characteristics.

Cabarrus County's talent development program in the primary grades utilizes (PETS) Primary Education Thinking Skills as a basis for instruction that incorporates the future-ready skills.

Cabarrus County's AIG resource services and curriculum in grades 3-5 provide enrichment that fosters the development of future ready skills at advanced levels through the following curriculum goals:

-Students will explore questions and develop techniques that help in the search for innovative solutions and the creation of unique concepts.

-Students will learn strategies for rational decision-making and apply them to problems and issues in today's world.

-Students will make connections between present knowledge and new information, derived from varied materials and environments. They will identify premises, analyze relationships and validate conclusions.

-Students will make effective decisions about the identification, implementation and presentation of ideas.

-Students will recognize their individual strengths, needs and interests, and develop skills to achieve their potential while making meaningful contributions to society.

-Students will use effective communication skills to construct knowledge and interact with others through a variety of techniques and media.

The CCS SOAR program meets these curriculum goals through a variety of enrichment units and resources utilized by all of our Elementary AIG specialists. Having access to these units and resources provides our students with the opportunity to experience challenge and problem solving at the highest level.

Gifted learners in K-12 have access to a variety of tools and platforms that they can use to demonstrate and engage in digital learning. Access will vary by school, but the following are available to all students:

-1-1 Technology (Chromebooks)

-CANVAS accounts

-Google Suite access

-iReady Math and Reading

Future-ready skills also include communication and presentation skills, shared inquiry and collaboration, information on best questioning practices, Marzano's research-based instructional practices, cooperative learning, and research methodology. These skills are all built into, and highlighted by, the CCS AIG Curriculum goals, CCS UbD Stage 3 Curriculum Document resources, and are utilized as extensions for Honors Level and advanced courses in middle and high school.

Other programs that are developing the future-ready skills of gifted learners in Cabarrus County, but vary by school and grade level, include:

Global Ready Schools Programming

STEM Programming

International Baccalaureate Programming

Fine Arts Programming

Leader in Me School Programming

Genius Hour followed by annual exhibition

Academy Programs in all high schools with related internship opportunities

Early College Liberal Arts, Technology, and Health Science programs

Service-Learning opportunities

Career and College Readiness programs like "resume building", "interview practice" etc.

Naviance academic and goal planning software

LEGO and VEX Robotics equipment, curriculum, and competition opportunities

Hour of Code

Junior Achievement Curriculum and Field Experience in JA Biztown

CANVAS/Google Classroom for Blended Learning experience

Future Problem Solving

Odyssey of the Mind

Math and Science Olympiad

* **Practice E**
Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

District Response:

Cabarrus County Schools makes use of the following assessment tools to determine appropriate differentiated instruction for students and inform the make-up of flexible groups within the regular classroom setting:

-Mastery Connect- reading and math benchmark assessments

-TE21 benchmarks

-MClass Amplify

-i-Ready Reading and Math

-ALEKS

-Various digital tools to track student mastery (Socrative, Kahoot, Quizizz, Quizlet)

-Common formative assessments

Ongoing observation and assessment throughout the LIFT early nurturing model informs both classroom teachers and AIG teachers of possible differentiation for students showing potential with particular thinking skills in grades 1 and 2.

CCS teachers across all grade spans and subjects collaborate in Professional Learning Communities to respond to students' needs and adapt instruction. Teachers meet with a wide range of stakeholders to reflect on student learning as evidenced by formative and summative assessments. Grade Levels work to plan core instruction that meets the needs of students as well as enriches and remediates based on student performance. School Level Data Team meetings look at specific trends of student data and make necessary changes to instruction. The county follows an MTSS model where student response to instruction is monitored and active reflection and implementation of differentiation is emphasized.

* **Practice F**
Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

District Response:

nAvIGate units

The CCS Gifted Education department implements social and emotional units in all 3-5 SOAR classes across the district. These units are called nAvIGate.

The vision of nAvIGate is to equip every gifted student in grades 3-5 with knowledge and strategies that will allow them to better navigate both their inner world and the world around them, and to advocate for themselves as unique types of learners and thinkers.

As we continue to implement high-quality learning experiences for AIG students, there are four key areas of understanding that all AIG Resource teachers will utilize as a foundation for the work of the Navigate units.

These areas include:

*Common Characteristics of Gifted Learners

*Growth Mindset

*Learning Characteristics of the Gifted and Self Awareness

*Methods of Self Advocacy

Navigate objectives build on knowledge gained during the previous year's Navigate unit and introduce new concepts when it is most age appropriate for student understanding. AIG students will be exposed to Navigate content each academic year in grades 3-5, before going on to middle school, where the acquired knowledge will continue to be valuable in their future success as gifted learners and citizens.

Historical survey results show the units having a positive influence on 3-5 AIG students in the following areas:

*stronger understanding of what it means to be a gifted person

*increased use of growth mindset language

*stronger connection between having a growth mindset and resiliency in overcoming challenges

*greater understanding of individual gifted learner profiles

*awareness of the important role of goal setting in self development

All CCS teachers have the opportunity to participate in GLEE (Gifted Local Endorsement for Educators) professional development. Through the course, they are allowed opportunities to learn more about the social and emotional needs of gifted students and are provided tools and methods for addressing these needs in their classrooms.

* **Practice G**
Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional differentiated curriculum and instruction.

District Response:

The CCS cultivating potential model called LIFT (Learning Interventions For Talented) targets the potential in all students in 1st and 2nd grades. Our gifted teachers provide whole class enrichment activities to students in grades 1 and 2 for a minimum of 15 out of 36 school weeks. Primary Education Thinking Skills curriculum and activities (Pieces

of Learning) are the foundation of these thinking skills lessons. Through this program we expect to be able to meet the needs of more students, including those that would be identified as gifted at this age.

Students will be observed for gifted behaviors during their time in LIFT by both the regular classroom teacher and the AIG teacher using the PETS behavior checklist forms. During the 2 years of LIFT, classroom teachers and AIG specialists will work together to develop portfolios for students who demonstrate strong potential in a variety of thinking skills. AIG specialists provide classroom teachers resources and lessons that can be integrated with the NCSCOS to continue to practice and develop these thinking skills during regular classroom instruction.

During the 2nd semester of 2nd grade AIG teachers will begin to meet with small groups of students who have consistently demonstrated high levels of thinking ability through the LIFT lessons. The small group lessons are designed to strengthen these skills further and assist in the development of the student portfolios that can be used as evidence in the AIG nomination process in 3rd grade.

Kindergarten students showing gifted potential will have access to the AIG teacher during second semester via classroom observation and the provision of enrichment activities to the classroom teacher. We utilize a variety of resources such as Kindergarten PETS, CANVAS Math Differentiation course, Jacob's Ladder, and Junior Great Books to nurture potential.

* **Practice H**

Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

District Response:

Cabarrus County Schools works to meet the diverse needs of our gifted learners by utilizing the strengths and knowledge of a diverse team of school professionals including trained teachers, school and district administrators, counselors, and psychologists. These teams will focus on both the academic needs, and the social and emotional needs of the gifted learners in Cabarrus County Schools.

*Each identified AIG student in grades 3-5 receives appropriate resources and differentiated services from a licensed AIG teacher and certified classroom teacher(s), who address his or her unique gifts and talents, as specified in the student's Differentiation Education Plan.

*All students in 1st and 2nd grade receive cultivating potential (core +) enrichment in the regular classroom. AIG teachers partner with classroom teachers, and any other instructional staff, to provide opportunities for students to demonstrate gifted thinking skills during these LIFT lessons. LIFT lessons are also a great opportunity for student observation to take place from a variety of viewpoints.

*Best practices for providing instruction to all learners are outlined in the Cabarrus County Instructional Framework Documents and extension and enrichment lessons and activities for the regular classroom are built into the CCS UbD Curriculum Documents Stage 3. These curriculum documents are reviewed annually by a team of content experts and curriculum specialists to ensure the enrichment and extension resources continue to be current and meaningful for students.

*The Elementary AIG specialists, and the Middle and High School AIG Chairs, collaborate with regular education teachers, as well as other support staff, as time and schedules permit. AIG specialists can assist in planning advanced content and appropriate differentiation, as well as problem-solve as issues arise.

*Elementary AIG Specialists collaborate on a regular basis through monthly county AIG PLC meetings. These meetings provide information and policies regarding county-wide programming and allow teachers to share new units and activities with one another for differentiation and enrichment.

*The CCS AIG Department or Curriculum and Instruction Department provides professional development to train teachers on new differentiation tools or curriculum resources when appropriate.

*The CCS AIG Coordinator partners with Student Services to provide resources to high school counselors to assist with student goal planning, appropriate and rigorous course scheduling, and recognizing students with AP coursework potential.

*The Gifted Local Endorsement for Educators course is available for teachers at all levels to learn about best practices for meeting the academic, social, and emotional needs of gifted learners. Participating teachers regularly check in with, and get feedback from, the AIG specialist or chairs at each school level. These cohorts of teachers share best practices with each other as they go through the course.

* **Practice I**
Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match

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

District Response:

At the elementary school level, the AIG teacher collaborates with the classroom teachers and parents of each gifted student to develop the Differentiation Education Plan (DEP) each year. The AIG Progress Report, completed each semester, communicates what services and topics of study have been completed each year of a child's participation in the CCS AIG resource program (SOAR). Parents receive a copy of both of these documents, and copies remain in each AIG student's file for communication and reference within the school system.

At the middle school level, the AIG chairs collaborate with the classroom teachers and parents of each gifted student to develop the DEP each year. Parents receive a copy, and a copy remains in each AIG student's file for communication and reference within the school system.

At the high school level, the AIG counselor liaisons collaborate with each AIG identified student and his/her family to develop the DEP each year. At this level the DEP is more of an advisement session in which AIG students are encouraged to maintain an appropriate level of academic rigor and challenge in their course selection. Counselors, students, and families also use the tools of the Naviance web-based software to assist with this planning. Parents receive an email highlighting and detailing the Naviance tools to access for this purpose. A copy of the email remains in each AIG student's file for communication and reference within the school system.

*** Ideas for Strengthening the Standard**

The Elementary AIG team hopes to continue to utilize a curriculum development process in future years to develop more unit options for AIG specialists to use in SOAR classrooms that enrich and extend the Common Core curriculum and that support the CCS AIG Curriculum.

As the district moves towards adding more enrichment resources for teachers to Stage 3 of the Cabarrus County UbD Curriculum document, the AIG Department would like to continue to collaborate with teachers and Curriculum and Instruction leaders to accomplish this goal. Making enrichment and differentiation resources more accessible to

classroom teachers will hopefully support their use with our population of gifted and advanced learners at all levels.

While we have developed a plan for the high school DEP to be integrated with high school scheduling sessions with guidance counselors, it would be a strong improvement at this level to add high school AIG specialists who could provide direct advisement, as well as monitor the implementation and follow-up of the gifted high school students' DEPs. This would require additional personnel funding for the district's AIG programming.

Planned Sources of Evidence

* Continuum of Elementary AIG Services document
* LIFT curriculum and resources
* LIFT scope and sequences
* LIFT Canvas course and newsletters
* SOAR AIG Curriculum Document
* SOAR Curriculum Units
* Canvas Courses for classroom enrichment (Jr. Great Books and Math Enrichment)
* Evidence-based resources linked to CCS Curriculum documents
* nAvIGate Curriculum units, resources, and student survey responses
* Gifted Local Endorsement for Educators course curriculum and textbooks
* Mastery Connect
* Primary Education Thinking Skills (PETS)
* Junior Achievement Curriculum
* LEGO/VEX robotics units and materials

* Math Olympiad
* Junior Great Books
* William & Mary Units
* Jacob's Ladder & Navigator Novel Studies
* Singapore Math
* Project U-STARS
* Wordly Wise
* ELA Curriculum Units form Vanderbilt University
* K-12 DEP documents
* District-wide assessment data and score reports
* CCS Instructional Frameworks for Elementary, Middle, and High School
* CCS CDM website and resources
* Honors Course teacher webpages
* Honors Course Review Rubric
* CCS CTE Webpage
* CCS Program Choice Website
* Middle and High School Advanced Courses Progressions
* Middle School Advanced Courses Brochure
* Math Double Acceleration Criteria document and placement criteria
* 6th-8th AMPS curriculum

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 3 Additional Resources	N/A	

Cabarrus County Schools (130) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

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

District Response:

Cabarrus County Schools currently has a full time AIG-licensed educator serving as the lead coordinator for gifted education. The coordinator also serves as the district's VEX Robotics coordinator, Global Schools coordinator, and AP Liaison. Responsibilities of the AIG Coordinator include:

*Facilitate and monitor AIG chairs and personnel for elementary, middle and high school levels.

*Interview and hire new licensed AIG teachers.
*Manage state and local AIG funding.
*Coordinate and monitor district AIG testing and placement.
*Monitor AIG student files and paperwork and AIG teacher schedules.
*Collaborate with other district leaders and administrators to ensure the needs of gifted learners are considered in district and school planning.
*Facilitate professional development opportunities related to gifted education for district teachers, including the Gifted Local Endorsement course for educators.
*Facilitate support opportunities for parents of AIG students, including responding to parent inquiries at the school and district level related to AIG services and programming.

*Develop, monitor and evaluate effective AIG programming and curriculum for elementary, middle and high schools.
*Oversee the development and implementation of the local AIG plan, as well as the Department Improvement plan for the district.
*Facilitate and monitor state initiatives including Credit by Demonstrated Mastery, Honors Course Review and AIG Headcount audits.
*Monitor and analyze school and district data related to AIG student performance.

* **Practice B**
Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.

District Response:

While Cabarrus County Schools does an excellent job ensuring that AIG licensed specialists at the elementary schools are engaged with gifted education 100% of the time, this is a very weak area for our district at the middle and high school level. This is largely due to limited funds for AIG licensed teachers, as well as scheduling limitations at these levels.

As of the 2021-2022 school year Cabarrus County employs 22 full time elementary AIG specialists. Elementary AIG specialists have AIG licensure and they serve AIG students in a variety of ways:

*Complete all testing and paperwork for AIG screening, nomination, and

identification in the elementary schools

*Manage AIG student files and annual paperwork (ex: DEPs and Progress

Reports)

*Meet with AIG parents annually, and communicate with AIG families as needed

*Serve as teachers of the AIG program's 3-5 SOAR resource services

*Teach LIFT lessons in each 1st and 2nd grade classroom in the district

*Support classroom teachers in Professional Learning Communities (PLCs) as

needed

*Facilitate the Gifted Local Endorsement cohorts at each school site.

*Conduct specialized staff development within the district about supporting the

academic and social/emotional needs of gifted learners.

*Implement the district's required Navigate social and emotional curriculum and

robotics curriculum in 3-5 SOAR classrooms

*Monitor and approve AIG Headcounts in Powerschool

Within the district's elementary AIG PLC, teachers have the opportunity for leadership in developing various aspects of the CCS AIG program. Each AIG Specialist must serve on at least one program committee each year. The following committees play a large role in driving district AIG programming:

*LIFT Development Committee

*Navigate Curriculum Development Committee
*Gifted Local Endorsement (GLEE) Committee
*Mentoring Committee for new AIG teachers
*Math Olympiad planning and integration committee
*Robotics committee

*CCS AIG Curriculum Unit Development groups

At each level, the timeline of duties of the AIG teacher or chairs is outlined on the correlating AIG Chair Responsibilities Document. This document is reviewed each year at the first PLC meeting, or first mentoring session for new AIG teachers.

The teachers that serve as the AIG chairs at the middle and high school levels are not typically AIG licensed, but some have obtained our local endorsement. They manage the AIG student files, paperwork, and testing and try to support teachers with differentiation and awareness regarding AIG learners, in addition to their regular duties and responsibilities. These chairs also serve as a liaison between the AIG Department and any faculty at their school sites that are taking the local gifted endorsement course.

* **Practice C**
Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

District Response:

In Cabarrus County Schools, elementary AIG specialists are required to obtain the AIG add-on licensure within 2 years of hire.

Cabarrus County Schools, in compliance with the North Carolina Academically or Intellectually Gifted State Standards, offers local training to classroom teachers working with gifted students. This training, the Gifted Local Endorsement for Educators (GLEE), is not comparable to AIG state licensure and is non-transferrable to other school districts. The GLEE program is facilitated by licensed gifted educators and promotes basic understanding of the characteristics and social-emotional needs of gifted students, as well as the implementation of differentiated content and instructional strategies for advanced learners. This 8-month long course allows teachers to earn 3.0 CEU hours of renewal credit.

The goal of this endorsement course is for teachers to feel more effective in working with cluster groups of gifted learners in the classroom setting, and to develop a clear understanding of best practices for teaching gifted students. It is highly encouraged that any educator who works with clusters of gifted learners on a regular basis acquire this local endorsement. This includes teachers of Honors, AP, or other advanced level courses.

*As of the 2021-22 school year, CCS has approximately 565 teachers and/or administrators who have completed the Gifted Local Endorsement for Educators.

*Five schools implemented the Gifted Local Endorsement course school wide.
*Lists of educators with the Gifted Local Endorsement, and more information about the course can be found on the

CCS GLEE website.

The AIG Department designed and delivered a half day training on AIG and the 4 Cs. This was part of a district initiative to address the 4 C's (critical thinking, creativity, collaboration, and communication). This training was required for all certified staff across K-12 and addressed gifted characteristics, collaboration among gifted students, and tips on providing choice and differentiation for gifted learners.

* **Practice D**
Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

District Response:

At this time, CCS K-12 classroom teachers are not required to earn an AIG add-on license to teach AIG students in the regular classroom, middle school advanced courses, or Honors or AP courses.

The district has created and implemented a Gifted Local Endorsement course for K-12 teachers, and enrollment is highly encouraged for all teachers who work directly with gifted students, including those that teach advanced level courses in middle and high school. School level administrators monitor the acquisition of the local endorsement by teachers at their schools, and the list is available on the county's Gifted Education website.

* **Practice E**
Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.

District response:

Cabarrus County Schools traditionally has a great deal of interest from district personnel that would like to become part of the licensed AIG Specialist Team. This is due in large part to the school level leadership of the current specialists. These specialists facilitate our local gifted endorsement course known as GLEE. GLEE is a high-level overview of gifted learners for all teachers in grades K-12. This course supports teachers in the many aspects of the whole gifted student and generates interest in licensure. The course explicitly includes steps for licensure. The AIG Coordinator

provides participants with information from university programs that offer coursework that leads to graduate certificates as well as master's degrees in the area of gifted education.

Finally, the AIG Department has a well-developed PLC model and mentoring program for our licensed specialists. Several specialists serve on a Mentoring Committee. This committee meets with new specialists monthly to cover a variety of topics that will facilitate the transition into their role. These topics include:

*Files and forms

*CCS Nomination and Identification training

*Test training

*Schedules and grouping

*nAvIGate Curriculum training

*Robotics training

*SOAR Curriculum units training

*LIFT training

*GLEE facilitation

New specialists are also assigned a 1:1 mentor that is available to meet, answer questions, and guide the transition. The AIG Specialist PLC meets 6-8 times per year. All of these efforts to assist newly licensed professionals, as well as providing opportunities to collaborate and share, help to retain licensed personnel.

* **Practice F**
Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.

District Response:

Our current licensed specialists collaborate with other school level personnel in a variety of ways. Through grade level PLCs, staff meeting overviews, and monthly GLEE meetings, the AIG department is able to recruit personnel from a variety of settings, backgrounds, and skill sets. AIG Specialists also work closely with all teachers in grades 1 and 2 while delivering instruction through our LIFT talent development program. Current AIG Specialists are able to model appropriate instruction and strategies for gifted learners and nurturing students with potential. This close working relationship and modeling helps to dispel myths about gifted learners and generates interest in obtaining licensure.

During the 2022-25 plan cycle, the AIG Department will be working closely with middle and high schools to ensure that all teachers of advanced courses have either AIG licensure or the GLEE endorsement. This endorsement course includes topics that are specifically designed to change mindsets and practices. The topics include:

-Gifted 101

-Social and Emotional Needs of Gifted Learners

-Project Based Learning

-Growth Mindset

-Providing Student Choice

-Differentiation and Rigor

In an effort to provide focused professional learning for all K-12 staff that would shape mindsets, policies, and practices, the AIG Department presented a high-level overview of the gifted in the context of the 4 C's (critical thinking, creativity, collaboration and communication). This training was required for all certified staff across K-12 and addressed gifted characteristics, collaboration among gifted students, and tips on providing choice and differentiation for gifted learners.

* **Practice G**
Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.

District Response:

The Gifted Education Department uses professional development funds to provide as many opportunities as possible for K-12 teachers of gifted students to continue their learning. The Gifted Education Department will bring in presenters and PD opportunities for teachers within the district when it is meaningful and aligned with district initiatives.

District AIG funds are also used, when available, to send educators to the following professional development sessions:

Socratic Seminar
NCAGT Conference
NAGC Conference
College of William and Mary Institutes
SENG training
NCCAT
Robotics/Coding

NCTIES/Technology Conferences (ECU/ NC State)

Elementary AIG Specialists offer PD for classroom teachers at school sites upon requests The topics cover a range of best practices in gifted education and may include some of the following topics:

*K-2 and/or 3-5 Differentiated Reading Strategies for Advanced Learners
*K-2 and/or 3-5 Differentiated Math Strategies for Advanced Learners
*Social/Emotional Needs of Gifted Learners and/or Growth Mindset
*Jacob's Ladder (William and Mary) Reading Strategies
*Project U-STARS resources and methods
*Socratic Seminar

*Vanderbilt’s Science and ELA Lessons for Gifted and Advanced Learners

AIG specialists and chairs attend grade level PLCs as needed to support and collaborate with classroom teachers in planning and implementing strategies for gifted learners.

The implementation of the Gifted Local Endorsement for Educators course in grades K-12 provides a platform to

overview many of the best practices in gifted education, as well as spotlight the district's support of the social and emotional needs of gifted learners. Topics of the course include:

*characteristics of gifted learners
*current district and state policies related to AIG students and how we identify

them
*methods and models of differentiation for gifted learners
*strategies for working with a variety of social and emotional issues of gifted

learners

AIG specialists and chairs facilitate monthly discussion groups for the cohort of teachers participating in the Gifted Local Endorsement Course for Educators (GLEE) at their school site. These meetings are a chance for teachers to discuss the needs of gifted learners with each other, and share practices that were successful. Throughout the GLEE course, participants are also asked to engage in online discussion groups with all of the teachers taking the course across the district to share insights and resources for working with gifted students.

One of the most powerful opportunities AIG specialists in Cabarrus County have to share and prepare to implement strategies from professional development learning is within the district AIG PLC meetings.

Elementary AIG specialists meet monthly with their AIG PLC group and the AIG coordinator. During these meetings teachers are able to review and discuss best practices for implementation of programming in all schools. A block of time called "SPARK Sharing" is incorporated in monthly meeting agendas. SPARK Sharing allows time for AIG teachers to sign up to share and/or train the AIG team on a new strategy or resource to use with their AIG students. A Google Drive folder houses all of the resources shared amongst the PLC so that everyone has access to the support materials.

When teachers attend state or national AIG conferences, we share the materials and strategies from the conferences in a Google Drive folder so that all AIG specialists and chairs can review the material.

Within the district's elementary AIG PLC teachers have the opportunity to work together in specialized committee groups to develop various aspects of the CCS AIG program. Committee members train the rest of the AIG team on new initiatives or procedures related to their program component. The following committees play a large role in driving district AIG programming:

*LIFT Development Committee

*Navigate Curriculum Development Committee
*Gifted Local Endorsement (GLEE) Committee
*Mentoring Committee for new AIG teachers
*Math Olympiad planning and integration committee
*Robotics committee

*CCS AIG Curriculum Unit Development groups

*** Ideas for Strengthening the Standard**

One of the greatest impacts for improvement on this Standard would come in the form of more funding for AIG licensed personnel at the elementary, middle and high school levels. We are currently doing the most we can to serve our district's 16.5% AIG-identified student population with only 4% ADM funding from the state. Our impact and reach would be much stronger and comprehensive with more AIG personnel.

We are making great strides in equipping and educating our classroom teachers through our Gifted Local Endorsement Course for Educators. A large number of teachers at both the elementary and high school levels have acquired this endorsement in recent years. Our focus needs to go towards increasing the number of teachers who acquire the local endorsement. Middle school currently has the lowest percentage of teachers completing the course in the district and elementary teachers are signing up at a much lower rate due to the implementation of state mandated professional development such as LETRS and Digital Learning Competencies. The AIG Department may explore the option of breaking our GLEE course up into smaller components in hopes of attracting more participants with a manageable format. We hope to continue our partnership with UNC-Charlotte in the coming years to continue to offer scholarships for AIG Add-on Licensure to our middle and high school teachers.

Planned Sources of Evidence

* Professional Development Sessions in NCEES and district PD offerings advertisements
* Professional Development modules and slideshow presentations
* Gifted Local Endorsement course brochure, curriculum resources, CANVAS courses, and list of teachers on webpage
* List of AIG licensed teachers
* Elementary, Middle, and High School AIG PLC meeting agendas and calendars
* AIG Chair Responsibilities Document
* AIG Professional Development Budget expenditures
* SPARK Sharing Google Drive folder
* Shared elementary, middle, and high school AIG PLC digital drives

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 4 Additional Resources	N/A	

Cabarrus County Schools (130) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

* **Practice A**
Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:

- academic and intellectual
- social and emotional.

District Response:

The Cabarrus County Gifted Education department considers the development of partnerships around the academic, social and emotional needs of gifted children a priority.

*Parents receive annual summaries of evaluations, notification of placement, and collaborate with the AIG teacher and or HS counselor to develop the Differentiation Education Plan for their child

*Annual AIG parent meetings take place at the elementary and middle school levels to inform parents about the unique needs of a gifted child, and the opportunities available to the child at each school site/level. These presentations are standardized across the district so that all gifted families are receiving the same information. A significant portion of these meetings is focused on the unique characteristics of gifted learners, and the social and emotional needs they may exhibit. Parents are provided with resources and information to assist them with these needs at home. High schools offer parent information nights to provide strategies and support for students transitioning to a new grade level

or new type of programming. In all live meetings, parents are encouraged to ask questions and discussion time is provided.

*CCS AIG partners with SENG (Supporting Emotional Needs of the Gifted) to offer annual discussion groups for parents of gifted children. Parents engage in a book study about parenting a gifted child, as a springboard for discussion led by SENG facilitators.

*AIG SOAR teachers invite parents of their AIG students to be active with their child's AIG Programming in a variety of ways

-serving as chaperones/volunteers for AIG Curriculum events and programs

-serving as a live audience for presentations

-serving as judges for activities like Invention Fair (Shark Tanks)

*AIG Specialists use a variety of strategies and tools to facilitate two-way communication. Some examples include:

-Email groups

-Notebook/folder check-ins where parents can comment

-Assignments that intentionally ask students to gather feedback from parents and then in turn, offer parents the opportunity to respond to their student and/or AIG Specialist, examples include 3rd Grade nAvIGate student presentations on giftedness for parents, Problem-seeking interview as part of a unit on Inventions and Innovations, and 5th Grade *Where I'm From* poems

-Class Dojo/Remind/Bloomz and other apps

-Phone call check-ins

* **Practice B**
Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.

District Response:

The following list identifies some of the current partnerships utilized within our district for gifted learners, but our goal would be to expand these opportunities and broaden our partnerships.

*CCS partners with local community colleges, NCVPS, and North Carolina School of Science and Math to provide accelerated programming and dual-enrollment options for middle and high school students.

*High school academy and STEM programs partner with local industries for professional development, guest speakers, and mentoring opportunities.

*IB DP students and coordinators at the IB high schools partner with AIG classrooms for mentoring and support.

*Schools offering language immersion programming, globally focused programming, and IB curriculum partner with their individual governing organizations for professional development support and resources.

*Teachers seeking AIG Add-on Certification enroll in the gifted certification program at UNCC as well as other North Carolina universities.

*CCS AIG partners with SENG (Supporting Emotional Needs of the Gifted) to offer a book study and discussion groups for parents of gifted children.

*Many elementary level SOAR classrooms have benefited from grant money through the Cabarrus County Education Foundation as well as the NC Local Electric Cooperatives to purchase programming equipment such as 3-D Printers and robotics.

The CCS AIG program partners with various businesses, and the community, to provide gifted students with a variety of experiences, and opportunities to showcase their talents, such as:

*Service-learning projects

*Field trips

*Career speakers and other community expert guest speakers, such as local architects

*Cabarrus County Sheriff's Department and City of Concord Police Department to provide guest speakers and hands-on activities in forensic science

*MOEMS curriculum provides gifted math students the chance to compete in local and international math competitions.

*LEGO Education/VEX Robotics provides programming and robotics experiences in all our SOAR classrooms.

*Cabarrus County (local government) Resource Conservation Coordinator

Cabarrus County Schools has a variety of partnerships to enhance student services, some of which include:

* Participation in Junior Achievement of the Carolinas curriculum and a field trip to JA Biztown in Charlotte.

*Atrium Health supports the Early College of Health Sciences

*Rowan-Cabarrus Community College supports the Early College and Early College of Technology

*Cabarrus Arts Council schedules various performances for all grade levels

*High school student internship opportunities with local businesses

* NC School Library Media Association, Battle of the Books

*Feeder school partnerships, for example the Weddington Hills, Winkler Middle, and West Cabarrus High School's #oneW focuses on providing opportunities for students across K-12 in these schools to volunteer, read aloud, provide Club Day opportunities, share resources, and learn from one another across the three campuses.

* **Practice C**
Establishes and utilizes an advisory group to develop, implement, monitor, and revise 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/guardians, AIG teachers, and other instructional and support staff.

District Response:

The advisory group that contributed to the creation of the current AIG Plan includes the following stakeholder groups. These groups often meet separately throughout the school year, and feedback and suggestions are compiled and used for goal setting and the implementation of new programs and policies related to gifted education.

*AIG Coordinator
*Elementary AIG Teachers
*Middle School AIG Chairs
*High School AIG Chairs
*K-12 administrators
*Academic Services Department
*Gifted Local Endorsement cohort discussion groups and feedback
*K-12 Counselors

*AIG Parent Advisory Group

*Dr. Cindy Gilson, UNCC Assistant Professor of Gifted Education

Throughout the plan-development year, AIG specialists at different levels divide up parts of the previous plan to analyze areas for improvement, review ongoing feedback from stakeholder groups, and add in new practices that support the upcoming 3-year plan. Significant plan changes and initiatives are reviewed with district leadership teams for feedback prior to the presentation of the new Local AIG Plan to the school board. These participants are a diverse group from all schools and a variety of demographic groups.

The Parent Advisory Group is composed of parents from across the district that express an interest in serving in this capacity via communication with AIG Specialists or the SENG parent discussion groups. These parents represent the diverse population of our district in that they are from a variety of demographic groups, represent various schools and sometimes have children in multiple schools and grade levels. The parents that form this group are not certified employees of the school district.

Academic Services Department team members and the AIG coordinator continue to monitor the success of local AIG plan goals through review of the annual AIG Department Improvement Plans, developed and presented annually to district leaders.

* **Practice D**
Informs all students, parents/guardians, and the community of the following:

- Local AIG Plan
- Local AIG program services
- Policies relating to advanced learning and gifted education
- Ways to access opportunities available to AIG students

Communication is ongoing and responds to the diverse language needs of the community.

District Response:

As the world becomes more digital, and families are increasingly pressed for time, the AIG Department seeks to communicate with its AIG families in ways that are both effective and convenient.

The CCS Gifted Education Department utilizes standardized forms and letters regarding AIG placement and services at all levels. Many of these forms have been translated to Spanish versions. Information about AIG pathways, as well as descriptions of AIG programming and services is also available in Spanish. The letter explaining the NNAT 2nd grade screener prior to the testing window is available in Spanish. As the need arises, additional forms and information will continue to be translated into Spanish and/or other needed languages. The AIG Coordinator works with the district Administrative Services department in order to utilize translators and interpreters for this work.

Parent meetings related to AIG services can be offered with an interpreter on an “as needed basis” at individual school sites. When a school does not have an on-site interpreter, once can be scheduled through the CCS Administrative Services Department.

Opportunities for advanced programming and enrichment opportunities at the high school level are available and shared through each individual school’s Student Services webpage, and communication through various social media platforms (Twitter, Remind, Instagram, and Facebook). Additionally, students and parents receive communication on their Naviance scheduling and goal setting tools from the district AIG Coordinator and Lead Academic Advising Specialist via email groups.

Parents are invited to follow the CCS AIG Facebook page, which provides parents of gifted learners with interesting articles and resources related to gifted education and the unique social and emotional needs of gifted children.

*The district AIG Webpage provides the community with information about the CCS AIG program, information about summer enrichment opportunities, upcoming events, and a link to the AIG at Home Google Site

*The district AIG Webpage, as well as individual teacher webpages, provide the community with information about the following CCS AIG or Advanced programming:

*Summer enrichment opportunities and camps

*CDM testing windows and a description of Credit by Demonstrated Mastery

*Governor's School

*List of teachers who have acquired the Gifted Local Endorsement

*LIFT and SOAR programming descriptions

*Middle School advanced level programming information

*AIG identification pathways and procedures

*SENG parent group information and registration

*CCS programming and policies

*Links to state and district information

*The district AIG Webpage provides the community with information about the CCS AIG program and policies, access to the most recent Local AIG Plan, information about summer enrichment opportunities, upcoming events, and a new Google Site called AIG at Home where teachers, students and families can access a variety of resources, including the DALGE Advanced Learning Labs to support giftedness and promote enrichment. Answers to common questions are located in the FAQ section of the webpage.

*Parents receive summaries of evaluations, notification of placement, and collaborate with the AIG teacher and or HS counselor to develop the Differentiation Education Plan for their child. Elementary AIG families receive an AIG

Progress Report at the end of each semester that overviews their child's development in the AIG SOAR units and activities.

*Annual AIG parent meetings take place at the elementary and middle school levels to inform parents about the unique needs of a gifted child, and the academic programming and opportunities available to gifted children at each school site/level. Families are notified of the information available on the CCS Gifted Website and the CCS Facebook page at these meetings, as well as opportunities for support within the district through SENG parent groups and upcoming parent seminars. High schools offer a parent and student night about "Choosing Appropriate Rigor in HIgh School" to support high school families as they transition into high school programming.

*AIG program accomplishments and stories are shared with the public through the CCS Public Relations department on the district webpage, social media pages, as well as through local newspapers.

*** Ideas for Strengthening the Standard**

The CCS AIG Department would like to develop more partnerships with community stakeholders and re-establish partnerships with the UNCC gifted education program to provide targeted training and professional development related to gifted education for teachers, parents and students and look for opportunities to utilize students in their AIG certification programs to work with gifted students within our district during the school year, or for summer camp opportunities.

Prior to the pandemic, the CCS AIG Department sent out a newsletter three times each school year spotlighting some of the wonderful things going on for gifted learners in all grades K-12, as well as suggested resources or tips for working with gifted learners. This newsletter, sent to district leadership, School Board members, school level administrators, AIG specialists and chairs, and all teachers who have completed the Gifted Local Endorsement course, could be reintroduced.

Recruit a wider variety of community members and college/university professionals to serve as advisory group members for future AIG programming and development.

Continue to partner with district translators to translate more local AIG programming information to Spanish and other language versions that can be posted on the district AIG website.

Continue to partner with district interpreters to provide support at parent meetings and conferences.

Develop a district AIG Programming and Services Brochure to post on the Gifted Webpage and have available in schools for families seeking information.

Planned Sources of Evidence

* CCS Gifted Education webpage
* AIG teacher webpages
* Honors Course webpages
* AIG annual parent meeting slideshow presentation templates
* School Curriculum Night calendar dates
* AIG DEPs (elementary, middle and high)
* AIG Testing and Placement forms in digital handbook for AIG teachers and chairs (English and Spanish)
* AIG Facebook page for parents of gifted children
* SENG website
* Math Olympiad licenses
* Junior Achievement Curriculum resources
* LEGO/VEX robotics curriculum and materials

Documents		
Type	**Document Template**	**Document/Link**

AIG Standard 5 Additional Resources	N/A	

Cabarrus County Schools (130) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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 diverse academic, intellectual, social, and emotional needs of gifted learners.

* **Practice A**
Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. § 115C-150.5-.8 [Article 9B]), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

District Response:

At the present time, Cabarrus County has a written AIG Program Plan (2022-2025) that describes the local AIG program in accordance with state legislation and policy, which has been approved by the LEA's school board and sent to SBE/NCDPI for review and comment.

The plan was drafted by the district's AIG Coordinator based on feedback from various stakeholder groups and advisory board members. These groups utilized the program evaluation tools provided by the state to assess the current program, and make note of programming changes and initiatives. Once the final draft of the plan was prepared, it was presented to the local School Board of Education by the AIG Coordinator and the Chief of Academic Services.

* **Practice B**
Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

District Response:

The AIG Program Coordinator, who is AIG certified, oversees the implementation of all AIG Program Plan components from elementary through high school. Information regarding the AIG program, plan, and related data is shared with district leaders through the AIG coordinator and the curriculum and instruction department. Each year a Department Improvement Plan is created, presented to district leadership, and monitored for alignment with the new AIG Plan goals and district initiatives.

Certified AIG teachers implement and maintain the elementary school-based program requirements, including 3-5 AIG resource services, and LIFT programming in all 1st and 2nd grade classrooms. Elementary AIG teacher schedules are collected and reviewed annually to ensure programming fidelity at each school.

AIG Chairs at each middle school serve as AIG case managers for AIG students records and assist in the implementation of AIG program components at the middle school level.

AIG Chairs and AIG Counselor Liaisons at each high school serve as AIG case managers for AIG student records and assist in the implementation of AIG program components at the high school level.

Observations of Elementary SOAR and/or LIFT lessons are done at each elementary school site to ensure fidelity of implementation of the nurturing and resource programs at all elementary schools. In addition, the AIG Coordinator visits schools regularly and audits AIG file documents for accuracy, completeness and consistency.

* **Practice C**
Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.

District Response:

The AIG Coordinator and Gifted Education administrative assistant develop and monitor the AIG budget. Budget procedures and guidelines are reviewed with the district's Chief Financial Officer to ensure that the department is complying with all LEA and NC requirements.

Currently the majority of the AIG budget is used to employ the 23 elementary level AIG specialists. These 23 specialists serve the 1,128 AIG identified students in grades 3-5, in addition to teaching LIFT lessons in all 1st and 2nd grade classrooms in the district. Specialists are allotted to schools based on each site’s AIG Headcount and current number of 1st and 2nd grade classrooms.

Additional budget expenses include:

-Contracted services for AIG testing software and materials (Pearson and Riverside Testing vendors)

-Supplies and materials

-Professional development

-Stipends for curriculum development and program support

Each year the AIG Department advocates for local funding assistance for increased AIG licensed personnel, and the continued district financial support of the NNAT 2nd grade screening materials.

* **Practice D**
Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

District Response:

Student performance and growth data from multiple sources is shared on a regular basis with district leaders and administrators, AIG teachers and chairs, and regular education teachers through PLC, MTSS, and Data Team meetings. These sources include:

EVAAS data

Cabarrus County Data Portal

Mastery Connect

iReady

School Report Cards/School Performance Grades

The dissemination of local standardized performance data to the public is handled largely by Cabarrus County's Accountability Department. The breakdown of the performance of our AIG students is discussed among the leaders in the Academic Services Department, as well as at school levels among grade level PLCs and administrators.

Results of the district's K-12 Benchmark tests and EVASS growth data are shared throughout the year with AIG specialists, advanced course teachers, and school administrators at every school. The disaggregated data reports allow for continuous reflection and goal-setting within school level PLCs for improving our services for our gifted learners in all subgroups.

The AIG coordinator reports AIG performance data and drop-out data to the CCS Leadership Team. The Cabarrus County Schools AIG student drop-out rate has historically been extremely low.

* **Practice E**

Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

District data shows that a disproportionality exists between the total number of Black and Hispanic students enrolled in our schools, and the number identified as gifted. AIG Ethnicity data is updated and reviewed annually and drives AIG program reflection and planning.

With the implementation of the Naglieri nonverbal aptitude test as an AIG screener in all 2nd grade classrooms in the district, we observed a gradual increase in the percentage of Hispanic students being identified for gifted programming. There is still no change in the percentage of Black students being identified for gifted programming. Due to the disruption of the LIFT nurturing model during the COVID-19 pandemic, we do not have complete data on the long term impact of the LIFT nurturing model and the NNAT screener on closing the identification gap. This data will continue to be monitored in the next plan cycle for a more complete analysis.

AIG and high achieving students are identified for advanced level instruction beginning in 6th grade to ensure they are eligible to continue with appropriate advanced level courses throughout middle and high school. Cabarrus County

Schools is currently partnering with the Equal Opportunity Schools initiative in an effort to recognize and encourage enrollment in advanced courses for any student that is eligible. The goal of this initiative is to break down barriers to access.

Cabarrus County Schools has an historically high retention rate of students identified as AIG.

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* **Practice F**
Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.

District Response:

Elementary AIG teachers in Cabarrus County are required to obtain the AIG Add-On licensure (at minimum) within 2 years of hire. The AIG coordinator monitors the certification status of AIG staff.

At this time middle and high school teachers of advanced courses are not required to have AIG certification. Teachers are highly encouraged to acquire the CCS Gifted Local Endorsement. Beginning in 2022, anyone teaching an Honors level course will need to obtain the local endorsement within two years. Teachers who acquire this endorsement are listed on the Gifted Education webpage.

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

The Gifted Education Department elicits feedback from various stakeholder groups to align with specific annual goals. Surveys are created and released to targeted stakeholder groups using K12 Insight, or through Google Drive. The following surveys and/or stakeholder meetings may be utilized to inform the Gifted Education Department's goals for improvement and reflection.

*3-5 AIG Resource Student Survey

*3-5 AIG Navigate Curriculum Student Survey
*3-5 AIG Parent Survey
*K-5 Classroom Teacher Survey
*Middle School AIG Student Survey

*Middle School Advanced Course Teacher Surveys
*Middle School AIG Parent Survey
*High School AIG Student Advisory Groups

*Gifted Local Endorsement Cohort Surveys and/or meetings

*SENG Parent Groups

* **Practice H**
Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

District Response:

The AIG Plan was evaluated using a multi-dimensional approach to acquire feedback from a variety of stakeholders. These stakeholders include the following:

*Surveys of 3-5 AIG students participating in Navigate curriculum

*Surveys of AIG parents and guardians related to communication

*Feedback from High School student advisory committees

*Performance Data from Accountability Department

*AIG Headcount data (district and school level)
*Ethnic Diversity Data from Accountability Department
*Subgroup meetings of High School AIG Chairs, Middle School AIG Chairs, Elementary AIG Chairs, K-12 Counselors and Lead Academic Advisement Specialist
*SENG Parent Groups
*Classroom teachers enrolled in the Gifted Local Endorsement Course
*Cabarrus County District Leaders

* **Practice I**
Shares all data from local AIG program evaluation with school and district personnel, students, parents/guardians, families, and other community stakeholders.

District Response:

Local AIG Program evaluation data is discussed among the leaders in the Academic Services Department, as well as with elementary, middle and high school AIG specialists/chairs. This allows for continuous reflection and goal-setting within school level PLCs for improving our services for our gifted learners.

While this data is available to the public upon request. Our focus is to share data related to AIG enrollments in each school in the county, and the type of services and programming we provide for gifted learners at every level.

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

District Response:

The Cabarrus County AIG Department has developed a very consistent and equitable method for safeguarding the rights of AIG students and informing AIG families of information related to gifted education.

Families of all students assessed through the AIG Program receive our Consent for Evaluation Form prior to any testing. Copies of this form are placed in the AIG student files. At the same time, families are notified that the Procedure to Resolve Disagreements document is available on the CCS Gifted Education Webpage (in both English and Spanish). Cabarrus County Procedures are as follows:

In the event that parents/guardians disagree with a decision, it is hoped that the concerns may be resolved at the local level. The following procedures should be followed to resolve any disagreements.

Level 1. School Site Review
If parents have a disagreement concerning search and nomination, identification, or services, they may request in writing a meeting with the Principal to discuss their concerns. The principal may convene the Academically/Intellectually Gifted Differentiation Team to review referral and placement records and the student's current performance.

Level 2 Director of Academically/Intellectually Gifted Differentiation Program Review
If the disagreement is not resolved at the school site, the parents may request an administrative review at the system level. This request should be made in writing within 10 days of the school site decision and sent to the Director of Academically/Intellectually Gifted Education.

Level 3 Assistant Superintendent for Curriculum and Instruction Review
If the disagreement cannot be resolved at the above level, the parents may appeal to the Assistant Superintendent for Curriculum and Instruction and/or to the Superintendent.

Level 4 Superintendent Review
If the disagreement cannot be resolved at the above level, the parents may appeal to the Superintendent.

Level 5 Administrative Law Hearing
If the above procedure fails to resolve the disagreement satisfactorily, the parents may file a petition for a contested case hearing under Article 3 of Chapter 150B of the North Carolina General Statutes. According to the law, "The scope of the hearing shall be limited to

(i)whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student,

or

(ii)whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard

to the child."

Following the hearing, the administrative law judge will make a decision based on the findings of fact and conclusions of law. The decision of the administrative law judge is final, is binding on all parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. Legal fees are the responsibility of the parents.

Assessments

Prior to the NNAT screening in our 2nd grade classrooms, a letter is sent home giving families notice that the gifted education department will be administering the screening test and the time frame for the assessment. Information about opting a student out of the screening is offered in this letter.

Each student that is assessed receives a letter of results. This is sent home to the parents and overviews the dates and scores of the tests given, as well as the final identification decision. A copy is also placed in the AIG student file. Families of students who qualify for AIG Services receive our Consent to Serve form, which is also kept in the AIG student files. (all of these forms are available in Spanish)

Re-Assessments

Any identified AIG student who will undergo a change in service will have a Form D completed for the AIG file. Form D is a narrative form completed by the AIG specialist with the rationale for the change in service. This form is completed in collaboration with the AIG student's family and shared with any relevant school personnel who are involved in the plan implementation.

Identified AIG students in middle school whose current academic services may need to be reassessed will receive our AIG-5: Middle School Review of Services form. This form overviews for parents the reason for a need to reassess, and the suggested new placement to better meet the child's academic needs.

Transfer Procedures

Procedures for transfers coming from other LEA's are available in our AIG Parent FAQ's section of our Gifted Education Webpage and as an informational handout available upon request. The policies are as follows:

Transfer Students - Inbound

A student who was enrolled in a gifted program in another school system may or may not qualify for continued placement in the AIG Program in Cabarrus County Schools. A copy of the Program Policy is given to the parent at the time of enrollment by either the Data Manager or classroom teacher. The AIG Program Team must review the evaluation material from the previous school system. The following guidelines will be used:

*Students are placed in a regular classroom until screening and/or identification procedures have been completed.

*The guidance counselor, data manager, or school secretary informs the AIG chairperson an identified gifted student has enrolled, and records are requested from the previous school.

*Upon receipt of records, regular screening procedure is followed. The AIG Program Team is convened so all information can be reviewed. Then, the screening process proceeds until a service identification decision is made.

*A student who transfers from within North Carolina and is in PowerSchool with an AIG Identification will still need to go through nomination/screening procedures.

*Students will stay on CCS AIG Headcount while screening procedures occur.

*If transfer students do not meet the CCS criteria for AIG identification upon initial screening, they will remain on Headcount and monitored. Students will be differentiated appropriately in the classroom and can be re-assessed for AIG identification when new data become available.

*If the transfer student never meets CCS criteria for AIG Resource services, and the student's academic needs are better met in a different setting, students will be exited from PowerSchool as an AIG identified student. A PowerSchool form will need to be completed to exit the student due to "Not Meeting District AIG Criteria".

Transfer Students – Outbound

In the case that an AIG identified student transfers out of a school, AIG case managers are instructed where to send the student's AIG file to allow for continued services a the new school:

*Transfer is within Cabarrus County Schools – send to the AIG teacher or chair at the new school.

*Transfer is outside of Cabarrus County Schools – send to AIG administrative assistant if the file was not requested by your data manager, but was requested by the new school. Please include a note stating where the student was going if you have that information.

Transfer Students- Military Families

Oftentimes students of military families can be transient and move frequently. If a child has previously placed into a gifted program, the following guidelines will be used:

*The AIG Program Team will review documentation of US military status (Certificate of Release or Discharge from Active Duty or other official documentation of military service).

*Review of Academically Gifted placement from previous school.

*AIG-1 is to be completed based on previous testing and services matched in AIG Reading and/or Math.

*Document the process that was followed on a Form D to explain the placement decision.

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*** Ideas for Strengthening the Standard**

Our district would like to develop procedures to audit middle and high school AIG files. This has been a challenge in the past with limited AIG staff at each middle and high school site to manage the AIG student files. Currently the AIG program standards and files have to be upheld and managed by AIG Chairs (1-2 per school) who are also full-time content teachers, and do not receive any additional compensation for the work they do to monitor the AIG program at their individual schools. Ideally, we would like to have a full time AIG specialist at each middle and high school, but at this time personnel funding does not allow for this. Due to the effects of the pandemic on efficient file transfer and the implementation of digital forms, the AIG Coordinator has begun performing file checks and headcount cross-references at the middle and high schools. The next step would be to develop this into an annual audit.

Due to the constraints of the pandemic during the previous plan cycle, survey and feedback development and distribution was limited. The AIG Department would like to continue to develop interim K12 Insight surveys or Google Form surveys that address specific aspects of the current AIG local plan to aid in the monitoring and implementation of plan goals. Our department continues to look for more efficient ways to get surveys out to our stakeholder groups, particularly at the middle and high school levels. We would like to have stronger participation at these levels but have found it difficult to get the surveys out to the targeted groups (AIG students, AIG parents) in an efficient and convenient way.

Planned Sources of Evidence

* CCS AIG Documents (paper/digital)
* AIG-3 : Notification of Results and Placement Letter
* Consent for Evaluation
* Consent to Serve
* Middle School Review of Services Form
* Procedures to Resolve Disagreements Document
* Cabarrus County Schools Gifted Education Webpage
* 2022-25 CCS Approved AIG Plan
* Various AIG stakeholder survey results
* District Assessment and Benchmark Data
* AIG Budget Overview
* District AIG Demographic Data from Powerschool
* Elementary AIG file audit records
* NNAT data from 2nd grade screener

* List of AIG licensed educators
* List of educators with Gifted Local Endorsement

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 6 Additional Resources	N/A	

Local Board of Education Approval

Cabarrus County Schools (130) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

05/09/2022

Original Application Submission Date: 06/21/2022

Documents		
Type	**Document Template**	**Document/Link**
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	2022-25 BOE Plan Approval Signature Page

AIG Related Documents

Cabarrus County Schools (130) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	**Document Template**	**Document/Link**
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	2022-25 BOE Plan Approval Signature Page

Optional Documents		
Type	**Document Template**	**Document/Link**
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Cabarrus County Schools (130) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition

The Local AIG Plan glossary is provided in an uploaded document.