

Mission/Vision Statement and Funding

**Chapel Hill-Carrboro City Schools (681) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). 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 and related 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 2025-2028. 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 review and comment.

For 2025-2028, the Local AIG Plan is as follows:

\* Mission and/or Vision Statement(s)

In June of 2022, our community came together to create a five year strategic plan that will serve as a navigation guide for Chapel Hill-Carrboro City Schools. This strategic plan aligns with the writing and implementation of a new Academically and Intellectually Gifted plan. The alignment allows us to closely monitor and implement a plan that uses the Department of Advanced Learning and Student Leadership as a tool to find and expand excellence for all of our students.

The CHCCS strategic plan focuses on the core values of engagement, social justice action, collective efficacy, wellness, and joy. This plan expresses these core values to students, families, community members, and school personnel while creating specific action items and purposeful directives that can guide the work that we do each day. This plan is the result of very rich conversations with various stakeholders, data-driven evaluations of current programming and service models, the acknowledgement of the role that gifted identification (or lack of it) can play in a student's academic journey, and a willingness to remove barriers and open access points to advanced learning opportunities for all students.

This plan is aspirational. As it is implemented and put into action, we hope educators, guardians, and community members are able to see themselves as "talent detectives." We aspire to be a community that sees gifts and strengths in all of our students. We strive to ensure that everyone has the chance to stretch their thinking and experience the joy of just-right learning challenges.

**FUNDING FOR LOCAL AIG PROGRAM (as of 2025)**

State Funding	Local Funding	Grant Funding	Other Funding
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* \$ 1,020,000.00	* \$ 1,350,000.00	* \$ 0.00	* \$ 0.00
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Standard 1: Student Identification

**Chapel Hill-Carrboro City Schools (681) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**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, including universal screening, for every student to show their strengths and talents.

Student identification processes are articulated and made available to district constituents. We acknowledge our identification processes and procedures are complex, and communicating them clearly to stakeholders is important. We continually work to educate and inform about all aspects of our student identification process, striving to accurately identify students who are in need of advanced learning opportunities while also serving students who may need extension or enrichment yet are not identified as gifted. Our goal is to “serve the student, not the label.” Making sure district leaders, teachers, and families know and understand the policies, processes, and procedures of our gifted program is vital to the success of this updated plan. We will connect our gifted programming with our district alignment to Multi-Tier Systems of Support (MTSS); how we support learners, AVID (Advancement Via Individual Determination); how we offer core instruction, and Professional Learning Communities (PLCs): how we communicate as professionals.

Our LEA response during the 2025-2028 plan cycle will include the following:

- Ensuring reference guides are available on the district website for AIG identification and family/community referrals as seen below. These materials will be shared with the CHCCS Registrar for new student registration materials. These documents will also be available in translated versions. This includes dates and timelines for summer testing opportunities along with information on the universal screening timelines during the regular academic year.

Grade Band

Referral

Screening

K-2

Grade level PLCs and teachers use multiple qualitative (observation of behavior, student vocabulary, social/emotional needs, etc.) and quantitative data (mClass, iReady, IRLA, etc.) to refer students to MTSS who show a need for differentiation due to instructional need and lack of student learning peers. Gifted Ed Specialists (GES) act as the case manager for any student in the referral process for identification.

Documented contact with family of the referred student is made by the MTSS team upon referral, and samples of student work are submitted for the team to review with the school's gifted education specialist present to support discussion.

3-5

All third graders are automatically referred for gifted identification during the universal screening window. Parents may opt out of testing if they do not want their child to test.

All third graders will take the CogAT as a universal screener, as will any new to district fourth or fifth grader and any fifth grader taking part in rescreening. The CogAT is typically administered in the fall of the academic year.

Any fourth grade student who is new to Chapel Hill-Carrboro City Schools and has not previously participated in our district's third grade screening is referred for testing

After taking the CogAT, students will take the math and reading TerraNova as an achievement measure.

Any fifth grade student can opt in to be screened for new or potential updated gifted identification. The student themselves, a parent/guardian, a teacher, administrator, or gifted education specialist can refer a fifth grader for screening. Any fifth grader who is new to our district may participate in this screening without having to opt in.

Third grade students and new to district fourth grade students identified as multilingual learners who have a 1.9 or lower ACCESS score will take the CogAT at level eight to better accommodate their current level of language acquisition.

Fifth grade students who were identified as Emerging Talent in third grade will automatically be included in 5th grade rescreening.

School-based teams will then make a decision based on the results of the CogAT for each ML student with a 1.9 or lower to determine if the TerraNova is an appropriate test in its entirety or in parts or not at all. We strive to make sure students can access the content and that their time is used appropriately.

Gifted education specialists will consult with multilingual learning teachers to refer multilingual students who have exited ML services for potential AIG screening

All 6-8th grade students referred for testing, who are either new to district, or a recently exited multilingual learner, will be given the CogAT at the level that matches their current grade, along with the TerraNova as an achievement test. It is suggested that this testing window occur shortly after the end of ACCESS testing in order to align with any students who may be exiting ML services.

Gifted education specialists will review the results of tests such as IXL and others to determine if any new to district students should be screened and assessed for possible gifted identification. Gifted Education Specialists (GES) act as the case manager for the student being referred. This decision should be made by the MTSS team at each school. Students who are new to CHCCS must not have participated in the summer testing window immediately prior to the start of the student's current academic year in order to be eligible for further screening

CHECK TESTING WINDOW DATES. Might be better to use end of year data from prior year ACCESS testing.

At this stage of learning most of our students have been part of multiple and repeated universal screening options. Identification has no impact on enrollment, course selection, awards or grading policy. If a student has a specific need for identification, any staff member, community member or the student may make a referral.

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If it is determined that a high school student needs a formal gifted identification in order to access differentiated curriculum, the Lead Gifted Education Specialist will work with the referring high school to administer the CogAT and then to review existing achievement data such as EOG/EOC scores, AP scores, class performance, to determine identification needs

An MTSS like team at the high school, with the addition of the Lead Gifted Education Specialist, will review existing class grades, previous End of Grade (EOG) and/or End of Course (EOC) testing, as well as past results from any district-led gifted identification screening that the student took part in to determine if a need for gifted identification is present. The Lead Gifted Specialist will act as the case manager.

Our district is very mindful of falsely conflating school readiness, affluence, and access to opportunity with giftedness. In our K-3 grade levels we shifted our focus to talent detection and development versus pull out service provision. We understand that the need for advanced learning opportunities is present in our youngest learners, and we understand that many of our students are school dependent learners who must receive high quality rigorous instruction at school or they may not have access to supplemental options. We use our school-based Gifted Programming Teams (GPT) and Multi Tier System of Support (MTSS) teams to identify students who are screened and/or referred based on a demonstrated need. For example, a grade level Professional Learning Committee (PLC) may discover that certain students are performing consistently above grade level on a variety of assessments. This advanced need may be so pronounced that the classroom teacher might struggle to provide appropriate instruction. The teacher may also need support to meet the social-emotional needs of a learner exhibiting intense behaviors that are common in gifted students. The screening and/or referral process will build teacher capacity in identifying students with advanced learning needs, including historically underserved students, while also allowing the adults who know the student best to work together to identify and support students with documented advanced learning needs. Guardians, parents, caregivers and community members are key members of this team. To continue the work we pledge to do the following:

- Delineate the process for identifying students who demonstrate a need for differentiated instruction in the K-2 years prior to universal screening by providing guidance and frameworks to school teams. Once data is gathered, the school's Gifted Programming Team (GPT) will convene to make a plan to support and identify students who demonstrate a need for specific, advanced, differentiated instruction beyond that of standard instruction. This could include collaboration with the gifted education specialist, co-teaching, co-planning, small group instruction, and other supports as dictated by the student's learning profile. Guardians are included as important members of this decision making team.
- Continue training K-12 classroom teachers on low floor/high ceiling activities, projects, and extension work that are open to all students, regardless of identification. Low floor-high ceiling activities are specifically created to provide easy access to the content (low floor) while also allowing for students to stretch into higher order and creative thinking opportunities (high ceiling). These extensions and activities can be implemented with the support of the building-level GESS at the middle and elementary school levels, as well as the Lead Gifted Education Specialist and instructional coaches at the high school level.
- Provide identification procedures to community members, schools, and other stakeholders in different formats, including digital, written, and verbal communication. Digital formats will be used where applicable, with a focus on school based communication preference which allow for families to receive information in the ways that best suit their needs.
- Use translators to assist with communication in the native languages of our families and other communication platforms that are culturally responsive. We will also use the district Communications Office to reach as wide an audience as possible.

- Utilize an opt-out rather than opt-in policy during the third grade year for families in order to assess and screen as many students as possible. This allows for all students to have a strength-based assessment that can be used throughout their academic career.
- Provide the opportunity to re-screen in fifth grade via parent, teacher, student, or community member referral prior to entering middle school. Students identified as Emerging Talent, outlined in Standard Two, will automatically be rescreened on aptitude, achievement, or both in the area of strength(s) during the student's fifth grade year unless a guardian opts out. This allows us to measure academic and intellectual growth prior to entering middle school.
- Use data and information gathered over the course of the K-5 years to support families in exploring AVID (Advancement Via Individual Determination) as a possible pathway for students to further develop talents and skills. Admission to AVID in the 6-9th grade years is based on student data, qualitative measures, and input from school teams. The Office of Advanced Learning and Student Leadership now houses both gifted education and the district AVID program. The department is committed to ensuring that students can demonstrate their talents and leadership abilities in a variety of ways.

**\* Practice B**

Establishes a process and criteria for AIG student identification at all grade levels, K-12, 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.

In accordance with Board of Education Policy Code: 3525, CHCCS believes that the educational program should challenge all students to aim for academic excellence. Academically or Intellectually Gifted students (as outlined in Article 9B) are those students who:

- Perform or show the potential to perform at substantially higher levels of accomplishment when compared with others of their age, experience, or environment;
- Exhibit high performance capability in specific academic fields (or in both intellectual areas and specific academic fields); and
- Require educational services specifically differentiated for academic and intellectual rigor.

In Chapel Hill-Carrboro Schools, students can be identified as gifted using these various processes and designations, starting with early admission to kindergarten.

Early Admission to Kindergarten

The state of North Carolina creates and controls the early entry to kindergarten policy and process. A four-year-old who demonstrates uniquely advanced learning needs and meets the state's qualifying criteria that are determined by North Carolina may be considered for early entrance to kindergarten. Guardians must provide outside aptitude and achievement testing and submit complete test score reports to their building principal. A student who is granted early admission to kindergarten will be placed on a one-year Temporary Individualized Differentiated Education Plan (T-IDEP). According to the NC State Board Policy of Education, early admission to Kindergarten shall not automatically result in placement of a child in the program for academically gifted students.

Process for Identification

K-2

- Students are put forward for identification after a review of multiple data sources, consultation with the school administration and the student's family, and a request for identification from grade level professional learning teams.

- Students in need of identification will have multiple pieces of qualitative evidence including gifted rating scales
- Students in need of identification will have multiple pieces of quantitative evidence indicating lack of grade level peers. Teams will look for evidence that the student has outlying data and teacher will need ongoing support to meet the academic needs of the student
- Students take the CogAT and TerraNova during the school's testing window
  - All 3rd graders (unless opted out by family)
  - New to our district 4th graders
  - 5th graders who have been referred for rescreening, Emerging Talent students, new to our district 5th graders
- Data pools are created using information outlined below in the Criteria for Identification section
  - Students who score 90% or above on one of the domains used for identification will be sorted by school and sent to gifted education specialists in each elementary school
  - Gifted education specialists will review data with their GPT to create the following student groups:
    - Students who qualify as Highly Gifted
    - Students who qualify as Intellectually Gifted
    - Students who qualify as Academically Gifted
  - All students in these data pools will have qualitative data gathered via the TOPS tools, a gifted behaviors and characteristics ratings scale, and/or a research based checklist of gifted characteristics with narrative evidence
- After creating student data pools, the gifted education specialist and grade level PLCs will review students who do not meet the quantitative criteria for Academically Gifted identification to determine if any students need to be considered for identification using a combination of quantitative and qualitative data that relies more on the qualitative evidence
  - The GPT will meet to discuss quantitative and qualitative evidence outlined below for each student put forward by the GES and PLCs to

determine a need for identification as Academically Gifted in reading, math or both subjects

- Students are referred for testing using the CogAT and TerraNova based on one of the following criteria
  - A multilingual learner who exits the ML program in their 6th-8th grade year
  - A new to district student who demonstrates need for further review based on performance on IXL data in combination with other quantitative data
  - A previously tested CHCCS student who shows a need for gifted identification not previously captured in other screenings and is referred after an MTSS team decision
- Referred students take the aptitude and achievement batteries
- Gifted education specialists will review data from these assessments with their GPT to create the following student groups:
  - Students who qualify as Highly Gifted
  - Students who qualify as Intellectually Gifted
  - Students who qualify as Academically Gifted through either cut scores or who should be considered using more qualitative data with quantitative data to support
- At this stage of learning most of our students have been part of multiple screening opportunities. Identification has no impact on enrollment, course selection, awards or grading policy. However, if a student shows a need for identification the following process is followed
  - A teacher, the student, a parent, community member, etc. will submit referral paperwork to the student's counselor
  - The counselor will contact the Lead Gifted Education Specialist to to review data to determine if further referral for testing is needed in consultation with the school's MTSS team
  - A further review of existing achievement data such as EOC exams, ACT testing, Advanced Placement (AP) exam scores, evidence of completion of Credit by Demonstrated Mastery (CDM) testing, along

6-8

9-12



with qualitative data, to determine identification. Aptitude testing can be conducted if needed for identification.

- o This decision is made by the same team who reviewed the student for initial assessment to determine a need for further testing

The consistent through lines for gifted identification are

- The use of data as a screener to capture a wide variety of students at different developmental points in their education
- The combined use of quantitative and qualitative data to make strength based decisions
- The use of a team of individuals at each school who know the student and can speak to their need for gifted identification using a variety of pathways

Criteria for Identification

K-2 Early Identification

Aptitude	Achievement	Qualitative
After review of multiple achievement and qualitative evidences, an aptitude measure can be given if needed for identification	PLCs will review multiple available data sources for advanced learning need evidence	The Teacher Observation of Potential in Students (TOPS) tool is an important starting point for the K-2 gifted identification process. prior to universal screening in grade three

Highly Gifted Grades 3-8

Aptitude	Achievement	Qualitative
Age Percentile Rank (APR) of 97% or above on one or both: <ul style="list-style-type: none"><li>▪ CogAT Verbal battery (V)</li><li>▪ CogAT combined Quantitative and Nonverbal batteries (QN)</li></ul>	National Percentile Rank (NPR) of 97% or above on one or both: <ul style="list-style-type: none"><li>▪ TerraNova math battery</li><li>▪ TerraNova reading battery</li></ul>	Evidence of learning behaviors documented through completion of a gifted characteristics checklist and/or narrative completed by teacher, GES, ESL teacher, EC teacher, etc.

HG Reading: 97% on Verbal CogAT + 97% on TerraNova reading + qualitative evidence

HG Math: 97% on combined Quantitative and Nonverbal CogAT + 97% on TerraNova math + qualitative evidence

Highly Gifted Grades 9-12

Aptitude Achievement Qualitative

Age Percentile Rank (APR) of 97% or above on one or both: A score from one of these categories

Evidence of learning behaviors documented through completion of a gifted characteristics checklist and/or narrative completed by teacher, GES, ESL teacher, EC teacher, etc.

- CogAT Verbal battery (V)
  - A score of 5 on a math or language arts AP exam
- CogAT combined Quantitative and Nonverbal batteries (QN)
  - Successful completion of a CDM Phase II exam in a math or language arts course

Intellectually Gifted Grades 3-12

Aptitude Qualitative

Standard Age Score (SAS) of a 125 or higher on one or more of the following: Evidence of learning behaviors documented through completion of a gifted characteristics checklist and/or narrative completed by teacher, GES, ESL teacher, EC teacher, etc.

- CogAT Verbal (V) battery
- CogAT Quantitative (Q) battery
- CogAT Nonverbal (N) battery
- CogAT combined QN batteries

IG Reading: Standard Age Score of 125 or higher on CogAT Verbal battery + qualitative data

IG Math: Standard Age Score of 125 or higher on CogAT Quantitative, Nonverbal, or combined QN batteries + qualitative data

Academically Gifted Grades 3-8

Quantitative Data Focus

Aptitude	Achievement	Qualitative
Age Percentile Rank (APR) of 90% or above on at least ONE of these scores	A score of 90% or above on at least ONE of the following scores	Evidence of learning behaviors documented through completion of a gifted characteristics checklist and/or narrative completed by teacher, GES, ESL teacher, EC teacher, etc.
<ul style="list-style-type: none"> <li>▪ CogAT Verbal (V) battery</li> <li>▪ CogAT combined QN batteries</li> </ul>	<ul style="list-style-type: none"> <li>▪ Beginning of Grade (BOG) in Reading (3rd grade only)</li> <li>▪ EOG in Reading</li> <li>▪ EOG in Math</li> <li>▪ TerraNova Reading</li> <li>▪ TerraNova Math</li> </ul>	
AG Reading: 90% on Verbal CogAT + 90% or above on BOG (3rd grade only), EOG in Reading, OR TerraNova Reading + qualitative data		
AG Math: 90% on combined QN CogAT + 90% or above on EOG in Math or TerraNova Math + qualitative data		
Academically Gifted Grades 3-8		
Qualitative Data Focus		
Quantitative Review		Qualitative Review
Gifted Programming Teams at each school review students referred for identification who need holistic review, examining a combination of data such as:	<ul style="list-style-type: none"> <li>▪ Aptitude scores</li> <li>▪ Achievement data</li> <li>▪ Classroom assessments</li> <li>▪ Performance on extension and stretch work opportunities</li> <li>▪ NC Check Ins</li> <li>▪ IXL performance</li> <li>▪ BOG/EOG data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Checklist of gifted learning behaviors from adults who observe the student in a variety of settings</li> <li>▪ TOPS tool</li> <li>▪ Student work samples</li> <li>▪ Student interview</li> <li>▪ Review of factors that impact student assessment</li> </ul>

- Progress on WIDA/ACCESS testing for multilingual (ML) students
- EC and/or 504 data

The Gifted Programming Team will use these qualitative measures, combined with quantitative measures to determine gifted identification

The Gifted Programming Team reviews the data to find patterns in student performance with special attention given to the detection of student strengths. If a student has inconsistent quantitative patterns, they are a candidate for qualitative review.

AG Reading and/or Math: Review of existing combination of data from quantitative and qualitative review by GPT at the school level. The GPT will determine the area of identification based on areas of student strength and demonstrated need for differentiation in one or both subjects (Reading/Math)

### Learning Environment for Advanced Programming (LEAP)

LEAP is considered our most extreme form of identification and service delivery. Students in LEAP exhibit a severe and profound need for both academic and social/emotional differentiation well beyond peers of a similar age. It is not considered an academic win or an elite program. It is a self-contained setting for students who may not be able to access the level of differentiation and social/emotional support needed in order to be successful in their traditionally zoned elementary and middle schools. Students who are offered placement in LEAP and accept it will attend Seawell Elementary School in grades 4-5 and then Smith Middle School in grades 6-8. They are transferred as a cohort to the same elementary school for grades 4-5 and the same middle school as a cohort for grades 6-8

Screening students for LEAP takes place during the same time as the other quantitative and qualitative reviews that accompany gifted identification. Students in rising grades 3-8 qualify for guaranteed placement in LEAP by achieving the following Standard Age Scores (CogAT) and Scale Scores (TerraNova) on all four assessment domains:

### Guaranteed Placement

Grade	CogAT V	CogAT QN	TerraNova Reading	TerraNova Math
3rd	SAS 136	SAS 136	SS 682	SS 669
4th	SAS 136	SAS 136	SS 697	SS 694
5th	SAS 136	SAS 136	SS 710	SS 714

6th	SAS 136	SAS 136	SS 721	SS 733
7th	SAS 136	SAS 136	SS 728	SS 745
8th	SAS 136	SAS 136	SS 738	SS 756

Students can be considered for placement in LEAP by first achieving the following scores in each tested domain. It is important to note that students must have a combination of considered and/or guaranteed scores in each of the four domains for possible placement. Students in the considered range for LEAP will need qualitative evidence in the form of a gifted characteristics checklist to determine the most appropriate academic and social-emotional placement:

**Considered Placement**

Grade	CogAT V	CogAT QN	TerraNova Reading	TerraNova Math
3rd	SAS 134-135	SAS 134-135	SS 680-681	SS 667-668
4th	SAS 134-135	SAS 134-135	SS 695-696	SS 692-693
5th	SAS 134-135	SAS 134-135	SS 708-709	SS 712-713
6th	SAS 134-135	SAS 134-135	SS 719-220	SS 731-732
7th	SAS 134-135	SAS 134-135	SS 726-727	SS 743-744

LEAP is an extreme placement to serve profound social, emotional, and learning needs. These cut scores indicate a need for a self-contained placement with similar need learners. Students in the considered range of scores will undergo a qualitative review along with a review of their quantitative data from the CogAT and TerraNova to determine if LEAP is the most appropriate placement.

### **Declining LEAP as a Placement**

Families are not required to accept a placement for their student into LEAP. If the family of a third grader is offered placement and they choose not to accept it, they will remain at their current elementary school for fourth and fifth grade. To be offered placement for LEAP as a rising sixth grader, the student must take part in the assessment window during their fifth grade year and must meet the four cut scores listed above to qualify. They must retake the complete battery and qualify on each assessment to join LEAP as a sixth grader if they decline placement after their third grade year.

### **Emerging Talent**


Emerging Talent is a locally developed designation made to capture students who are exhibiting a strength in reading and/or math who:

1. Have only one piece of quantitative evidence for identification
2. Have incomplete data from the universal screening but who present strengths based on classroom data and the existing universal screening data
3. Have mitigating factors that impact their performance on standardized aptitude and achievement testing such as language acquisition, learning challenges/disabilities, or other impacts known to the school community

AND

1. Do not have a preponderance of qualitative and quantitative data that would qualify them as Academically Gifted; however, their school-based GPT sees a need to further develop a strength in reading and/or math based on a combination of factors.

Students who are identified as Emerging Talent will be placed into flexible groups in their area(s) of strength as determined by the GPT, through collaboration between the classroom teacher and the gifted education specialist. During the student's fifth grade year, they will automatically be referred for re-screening by their school team, and they will retake the CogAT and TerraNova. Student performance on these assessments will be reviewed by the GPT for gifted identification. The Emerging Talent designation allows us to highlight underrepresented students with a focus on strength building. Many of these students are identified during their fifth grade year, and/or they are considered and encouraged to apply for the district's AVID program for their sixth grade year.

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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, multilingual learners, highly gifted, and twice-exceptional.

CHCCS follows recommendations to close the identification gap by using “different data differently” (Plucker and Peters, 2016). We are proud of this work, and we will continue to use the following screening, referral, and identification procedures to capture wide representation of our various student groups in gifted identification:

- Using a universal screening of all third graders and using an opt-out instead of opt-in policy to gather data on as many students as possible
- Ensuring students who are new to our district in fourth grade are afforded the opportunity to test during the testing window
- Allowing fifth grade students to rescreen after two more years of schooling since their third grade testing event to measure potential growth
- Offering multilingual third graders and new to district multilingual fourth graders who have a combined WIDA/ACCESS testing score of 1.9 or lower to take the second grade CogAT. This allows them a more accessible test to show their aptitude while acknowledging their developing language skills
- Standardizing common communications, literature, notifications, and forms, about gifted referral, screening, and identification so that common messaging is given to all families and in the most common first languages of our district communities
- Utilizing partnerships with school-based teams to share communication about gifted identification and its processes in the methods and avenues that are most family friendly and that are most familiar to each unique school community
- Working with each school’s gifted education specialist and their administration to make sure each Gifted Programming Team has representatives that can speak to student strengths and learning characteristics, especially by including school counselors, social workers, multilingual learning teachers, and exceptional children’s teachers. These team members lend perspective to mitigating factors that inhibit a student’s ability on standardized tests. Other members of these teams may include school librarians, physical education teachers, art and music teachers, and world language teachers
- Offering a summer testing window for new to district families in grades four through eight who enroll after the conclusion of our regular testing window. This allows us to capture the learning needs of students who may need a differentiated learning environment (LEAP) prior to the start of the school year
- Utilizing CogAT data from third grade and any updated or new data from the CogAT in fifth grade to create a list of students who are potential candidates for our AVID program. Students who are identified as potential AVID students have a combination of Verbal, Quantitative, and Nonverbal scores on the CogAT that place them in the 65-85%tile along with threes, fours, or fives on their most recent EOG scores. These students are considered priority applicants for AVID and they represent all demographic groups in our district
- Honoring the ability for active military families to be screened at any time during the school year, irrespective of the testing window

For the 2025-2028 AIG plan cycle, we look to build on the aforementioned work by doing the following:

- Implementing a pathway to Academically Gifted identification using a variety of qualitative and quantitative data to capture students who fall outside of traditional measures in standardized testing. This will allow us to address mitigating factors that can inhibit student performance such as being a multilingual learner, being twice-exceptional, etc.
- Continuing the practice of giving multilingual students who have a composite WIDA/ACCESS score of a 1.9 or lower as a third or new to district fourth grader the CogAT for second graders to better show their aptitude using a measure that allows for language acquisition growth. Based on feedback, we will allow school teams to examine the results of the CogAT for these students and to use a strength based and student centered decision making process to determine if taking some or all of the TerraNova would capture achievement for these students, or if they are better screened using BOG and/or EOG data
- Ensuring that the Lead Gifted Education Specialist or Gifted Director plays an active role in attending IEP and 504 meetings for students at the high school level. This allows for a strength-based lens as well as knowledge of potential behaviors such as underachievement, school refusal, etc. that may

be present in secondary gifted students. This is important because we do not have a GES at each high school

- Creating family friendly and public facing versions of referral, screening, and identification processes, translated into the top primary languages spoken by families in our district

**Percent Ethnicity Identified as AIG**

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
<b>Female</b>	39.58%	13.65%	12.95%	---	39.16%	---	39.40%
<b>Male</b>	38.50%	9.57%	13.27%	---	38.35%	---	41.03%
<b>Total</b>	39.01%	11.65%	13.11%	---	38.76%	---	40.24%

**Percent of Total AIG Students Identified as Dual Exceptionality**

<5%

**\* Practice D**

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

The Director of Advanced Learning and Student Leadership, the Lead Gifted Education Specialist, and GESs from each elementary and middle school engage in collaborative decision making to implement the program consistently. While we will continue this model, we realize that our practices and procedures are complex and that making sure there is consistent understanding and implementation of our practices across each campus is key. Our LEA response during the 2025-2028 plan cycle will include the following:

- Update and clearly document our internal practices handbook to ensure timeliness and consistency across the district. This information will be compiled electronically for each GES (hard copy as needed).
- Use common materials for parent information nights to ensure messaging is consistent for the public, reflecting the most current information, practices, and policies
- Assign new gifted education specialists a mentor to onboard them to the job and expectations
- Ensure common practices are in place across all buildings in forming GPTs, conducting identification meetings, and reviewing data pools for students based on the results of assessments
- Document information on identified students, test results, and transfer of data between schools and grade levels using standard, district created templates and documents
- Ensure that the CHCCS AIG website is up to date and provides current information on all practices, referral, screening, and identification procedures
- Use monthly GES PLC meetings to communicate common deadlines, conduct annual training on administering and coordinating the universal screening, and to communicate identification practices



- Provide a digital and paper copy of the new AIG plan to each school administrator and GES
- Create timelines and processes to make sure accurate AIG headcounts and records are in Infinite Campus as well as accessible for reference by GESs

**\* Practice E**

Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large.

To facilitate our processes, we have created documents and procedures that are used consistently to communicate critical aspects of AIG screening, referral, and identification. We are committed to sharing accurate information to all stakeholders throughout the year.

Our LEA response to this standard for the 2025-2028 plan is as follows:

- Create routines to ensure that screening, referral, and identification processes are updated every year on the district AIG website. Information is shared with school-based administrative teams, GESs, and parents and community members via the Gifted Program Advisory Council (GPAC)
- Provide the local Board of Education or their liaison with a yearly program update
- Provide GPAC with updates on screening, referral, and identification process and procedures and receive feedback to allow for clarification in communication at quarterly meetings
- Share processes and procedures with district and school leadership at senior leadership meetings when opportunities are offered or presented
- Create common windows for screening, referral, and identification at the start of each year, in coordination with the Office of Assessment and Research. Each school works to communicate a testing window for their school
- Continue to present to grade level PLCs and staff meetings to discuss the screening, referral, and identification practices and procedures to better equip all school staff to answer questions
- Host quarterly Q & A opportunities for community members focused on screening, referral, and identification practices. We will also work with Translation Services to schedule meetings for multilingual family groups, and we will work with the Office of Engagement to find best ways to meet and communicate with families and community members
- Utilize GPAC to elicit feedback about the effectiveness and clarity of communication
- Develop more extensive FAQs on district AIG website about identification, referral, and screening practices
- Provide training on the gifted identification plan to instructional staff and administrators. We will also conduct training sessions specifically for new teachers on the CHCCS process of identification and the levels of identification in coordination with Human Resources
- Update the gifted education specialist handbook to communicate job expectations, implementation of the plan, and FAQs from parents/community members
- Plan information meetings with school leadership to familiarize them with program changes and process and procedure updates, especially using the principal update email newsletter to frequently announce and remind leaders about referral, screening, and identification timelines

**\* Practice F**

Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.

Our district prides itself on our approach to identification of students as gifted, including the continued use of Highly Gifted as a designation, our expanded range for capturing Intellectually Gifted students in the most recent plan, and our introduction of multiple measures to capture Academically Gifted students who fall outside of traditional standardized testing. Using these varied levels of identification calls upon us to document and analyze evidence in a way that allows us to continue this work. Our LEA response for the 2025-2028 AIG plan cycle includes the following:

- Maintaining electronic databases at the school and district level that contain each student's aptitude and achievement data along with qualitative measures used for the identification process. We will use common database and spreadsheet templates to allow for ease of sharing data between schools as well as clarity of understanding how the data is presented
- Capturing in the GES handbook the process for documenting gifted identification and communicating the identification clearly to families, and also ensuring school-based data managers have a clear procedure to update Infinite Campus
- Exploring how Infinite Campus can be used to communicate gifted identification, Differentiated Education Plans, and other information in a way that families can easily access
- Distributing screening and identification results in a timely manner to all families using preferred school-based communication methods. We will continue to improve our use of family and student friendly language in these communications about how to interpret and understand identification decisions
- Creating and using common presentations, visual aids, and other materials to provide to the community as well as GESs to use in explaining how to interpret CogAT and TerraNova data for families, emphasizing how the results of these assessments can be used in partnership with classroom teachers for talent development
- Having building-based GESs offer opportunities for families to meet virtually and/or in person to interpret and discuss their student's identification results
- Creating and providing support materials to directors of Student Services, World Language and Multilingual Learners, and Exceptional Children on how to discuss gifted identification with families. This information supports families as they choose academic pathways that best meet and develop the strengths of the child
- Completing the conversion to full digital records, DEPs, and other supporting AIG documents for internal use and for sharing with families. Paper copies of test scores and gifted identification will be shared with families; however, GESs will maintain digital copies of all identification evidence in order to share with school teams as students move up in grades
- Ensuring that students who leave CHCCS have easy access to their AIG identification records, reports and data by outlining processes for GESs in concert with data managers to provide testing and identification records upon request

**\* Practice G**

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 developed and reviewed annually with parents/ guardians to ensure effective programming, provide a continuum of services, and support school transitions.

The Differentiated Education Plan (DEP) calls for enrichment, extension, and acceleration as required to meet the needs of advanced learners. A variety of program and curricular models are available to teachers to address a wide range of learning needs. Our gifted education specialists work together to create a

district template for DEPs that allows for flexibility at the school level while still communicating services in a way that ensures standard practice across grade levels for all identified students. Our response for Standard 1g for the 2025-2028 plan cycle will be to:

- Continue to use the DEP as a living document to be reviewed by the GES team as updates to identification and service delivery occur
- Determine a common window for sending DEPs home from all schools so that all families have a consistent timeline and expectation for delivery of the form
- Offer opportunities for families to review the DEP with their school's GES upon receipt of the document to discuss service delivery and their student's learning needs for math and/or reading
- Make sure the DEP is reviewed with grade level and content PLCs to ensure their familiarity with the service delivery and differentiation needs for students identified as gifted

**\* Ideas for Strengthening the Standard**

- Collaborating with the multilingual learner team to determine if referral and screening practices are supporting and reaching multilingual learners and that assessment practices are responsive to their levels of English language acquisition
- Training more teachers and staff on the process and steps involved in the referral, screening, and identification process in order to better equip them to answer questions from families
- Incorporate the language of the DEP into more PLC, MTSS, and AVID work, which are our district's three big pillars moving forward

**Planned Sources of Evidence**

\* Samples of student DEPs and services provided

\* Identification charts and updated public-facing documents for ease of understanding

\* Documentation of students reviewed for identification as Academically Gifted with qualitative lean

Type	Documents	Document/Link
AIG Standard 1 Additional Resources	N/A	 <a href="#">AIG Standard 1 Additional Resources</a>

Standard 2: Comprehensive Programming within a Total School Community

**Chapel Hill-Carrboro City Schools (681) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**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 AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

Differentiated services are available to students with advanced learning needs across all grade levels regardless of identification status. Access is established across schools through consistent application of program processes and procedures with a focus on flexible inclusion. In a school district with many students performing at high levels, it is critical for appropriate differentiation to occur in the regular classroom every day. The total school community must support the needs of advanced learners by providing appropriately differentiated content, instruction, resources, grouping, and assessments. It is also imperative that all teachers act as talent detectives with a goal of providing stretch opportunities to any student with a demonstrated need regardless of identification status.

CHCCS primarily uses a consultation model to provide AIG services due to the large number of identified students. The classroom teacher and GES team together to create and implement Differentiated Education Plans to guide service provision. The total school community (families, teachers, school counselors, social workers, instructional coaches, academic specialists, gifted education specialists, administrators, school-based committees, and district personnel) have a role in successfully implementing the school-wide program.

Every child deserves to learn at their stretch level during their school day. Our challenge is to meet students where they are and move them forward. Ensuring that ALL students experience respectful, engaging, and challenging work is the gold standard. Differentiation for students involves using low floor-high ceiling activities and tiered assignments to match students with "just right, right now" learning experiences; grouping students in a variety of ways for a variety of purposes; and providing experiences for student choice in content, process, and products. This differentiation may be delivered after identification of a student as gifted, or it may take the form of support for a student identified as Intellectually Gifted, or it could include the application and acceptance of a student to the AVID program in middle or high school. The following descriptions use language similar to that used in our MTSS process (all, some, few), and this guidance will be used for the 2025-2028 AIG plan cycle.

The Department of Advanced Learning and Student Leadership will partner with a variety of school and community personnel to ensure that ALL STUDENTS:

- Have access to core instruction that meets them where they are and uses evidence based materials and appropriate curricular tools to move them forward to a year's worth of growth for a year's worth of instruction

- Have access to talent development opportunities and critical thinking skills development. This can take place in the following ways at various grade levels
  - K-3: GESs work with classroom teachers to deliver thinking skills lessons for all students using PETS (Primary Education Thinking Skills) as a base curriculum. These lessons are used alongside the TOPS tool (Teacher Observation of Potential in Students) to begin documenting who is demonstrating a need for extension beyond the core
  - 4-5: GESs work with grade level PLCs and individual teachers to create extension and differentiation opportunities specifically in math and reading, with support in other subjects via consultation and co-planning/co-teaching. GESs help promote clubs and opportunities for students to show and develop talents and gifts
  - 6-8: GESs working with classroom teachers to sponsor and offer talent development opportunities such as student enrichment projects, Model United Nations, National Junior Honor Society, and collaborating with teachers on differentiation in core subjects to ensure stretch and extension for all. Clubs and learning opportunities may vary by middle school
  - 9-12: Lead Gifted Education Specialist working with high school teams to ensure all students are aware of talent development opportunities such as Governor's School, enrollment policies and practices for Advanced Placement courses, and other accelerated pathways, as well as teaming with teachers and instructional coaches for differentiation needs to make sure all students have access to stretch and extension work
  
- Have access to low floor/high ceiling activities in the core curriculum for students to show as much of their learning as possible
  
- Have teachers that are supported in delivering differentiated instruction through co-teaching, model teaching, and co-planning in individual classrooms and PLCs at all levels
  
- Have access to flexible groups when a need for differentiated, small group instruction presents itself regardless of gifted identification status

The Department of Advanced Learning and Student Leadership will partner with school and community personnel to ensure that **SOME STUDENTS**:

- Have access to small instructional groups for accelerated learning opportunities in core instruction based on evidence-based need. The need is determined from a combination of qualitative and quantitative data shared between the classroom teacher and GES
  
- Are monitored and given appropriate differentiated material based on evidence collected and gathered during thinking skills lessons using the TOPS tool. This evidence may be used in any future gifted identification procedures or documentation

- Can have access to materials provided by the GES to the classroom teacher that meet their accelerated learning needs such as more advanced reading materials, more complex math extensions, and other appropriate materials based on demonstrated need
- Will be able to access an accelerated math pathway entering sixth grade. These pathways allow students to:
  - Qualify for Advanced Math 6 based on gifted identification, as per North Carolina policies
  - Enter Advanced Math 6 based on families completing a waiver into the course
  - In some cases a current fifth grader will qualify for Advanced Math 7 and the Director of Secondary Math sets those expectations and qualifying criteria
- Are informed of advanced learning pathways such as AVID, which will conduct its own screening and referral processes using CogAT data along with EOG/EOC performance and teacher recommendations. GESs are a vital part of this process based on their observations of students over several years in talent development and enrichment opportunities
- Have a GES as a collaborator for important transition points for students who are part of multilingual, 504, and/or exceptional children student groups in order to speak to student strengths and academic needs

The Department of Advanced Learning and Student Leadership will work with school and community personnel to ensure that FEW STUDENTS who show a profound need for differentiation:

- Have their data reviewed by the GES, counselor, teachers, administration, and other personnel who support the student to determine their academic needs. This may include identification as Highly Gifted with appropriate supports such as:
  - Social and emotional supports with input from counselors and/or mental health specialists
  - Differentiated curriculum that may involve direct teaching from the GES where appropriate along with careful attention to lesson planning and small group instruction with similar peers by the classroom teacher
  - Clustering in classes with similar ability peers in order to ensure a like-ability peer group and/or social and emotional support for these students
- Determine if placement in LEAP is the appropriate service delivery to address the student's level of academic and social/emotional need. This decision is made using the combination of qualitative and quantitative data mentioned in Standard One

We pride ourselves on being able to tap into a variety of trained staff at all grade levels to assist with making sure differentiation happens in appropriate and student-friendly ways. Because we identify students in reading and/or math, our practices outlined will directly address those subjects.

ALL STUDENTS: Reading/Language Arts

- |  |   |   |
|--|---|---|
| K-5  | 6-8   | 9-12  |
| <ul style="list-style-type: none"> <li>▪ Socratic seminars</li> <li>▪ Low floor/high ceiling stretch opportunities in reading</li> <li>▪ Access to complex texts</li> <li>▪ Flexible groups based on interest, need, and or knowledge</li> <li>▪ Lessons co-planned and/or co-taught with GES</li> <li>▪ Exposure to a variety or critical reading strategies</li> </ul> | <ul style="list-style-type: none"> <li>▪ Socratic seminars</li> <li>▪ Low floor/high ceiling stretch opportunities in reading</li> <li>▪ Access to complex texts</li> <li>▪ Flexible groups based on interest, need, and/or knowledge</li> <li>▪ Lessons co-planned and/or co-taught with GES</li> <li>▪ Deepened focus on critical reading strategies</li> </ul> | <ul style="list-style-type: none"> <li>▪ Socratic seminars</li> <li>▪ Stretch opportunities in reading and access to AP and honors English classes</li> <li>▪ Access to Credit by Demonstrated Mastery in ELA courses</li> <li>▪ Lessons focusing on student selected and practiced critical reading and writing strategies</li> <li>▪ Lessons co-planned and/or co-taught with instructional coach with support from Lead Gifted Education Specialist</li> </ul> |

ALL STUDENTS: Math

- |  |  |  |
|--|--|--|
| K-5  | 6-8  | 9-12   |
| <ul style="list-style-type: none"> <li>▪ Algebraic thinking problem solving materials with Groundworks</li> <li>▪ Low floor/high ceiling stretch opportunities in math</li> <li>▪ Flexible groups based on interest, knowledge, or need</li> <li>▪ Hands-on equations practice</li> <li>▪ Support in planning/co-teaching from GES and PLC support in differentiating instruction</li> </ul> | <ul style="list-style-type: none"> <li>▪ IXL screening during first weeks of sixth grade to determine additional math placement needs</li> <li>▪ Low floor/high ceiling stretch opportunities in math</li> <li>▪ Flexible groups based on interest, knowledge, or need</li> <li>▪ Support in planning/co-teaching from GES and PLC support in differentiating instruction</li> </ul> | <ul style="list-style-type: none"> <li>▪ Access to all secondary math pathways regardless of gifted identification or no identification, including AP and Honors</li> <li>▪ Access to Credit by Demonstrated Mastery in math classes</li> <li>▪ Support in planning/co-teaching from GES and PLC support in differentiating instruction</li> </ul> |

SOME STUDENTS: Reading/Language Arts

K-5	6-8	9-12	<ul style="list-style-type: none"> <li>▪ Cluster grouping of students with similar high ability profiles and/or gifted identification status</li> <li>▪ Use of differentiated reading materials such as Jacob's Ladder, William &amp; Mary units, etc.</li> <li>▪ Focused small group instruction in the classroom with GES support and or direct instruction from GES</li> </ul>	<ul style="list-style-type: none"> <li>▪ Cluster grouping of students with similar high ability profiles and/or gifted identification status</li> <li>▪ GES assists ELA teachers with planning lessons, text selections, and complex tasks to use for these students</li> <li>▪ Focused small group instruction and/or model teaching from GES in ELA classroom</li> </ul>	<ul style="list-style-type: none"> <li>▪ Grouping in Honors and/or AP English classes</li> <li>▪ Support around how to access an advanced Language Arts pathway using Credit by Demonstrated Mastery and schedule planning with their counselor</li> <li>▪ Dual enrollment for humanities/ELA courses</li> </ul>
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SOME STUDENTS: Math

K-5	6-8	9-12	<ul style="list-style-type: none"> <li>▪ Cluster grouping of students with similar high ability profiles and/or gifted identification status</li> <li>▪ Use of differentiated materials such as more challenging Groundworks practice, more complex level four questions in math work and assessments</li> <li>▪ Focused small group instruction in the classroom with GES support and or direct instruction from GES</li> </ul>	<ul style="list-style-type: none"> <li>▪ Cluster grouping of students with similar high ability profiles and/or gifted identification status</li> <li>▪ Access to higher level math course based on data and student performance from IXL screening and MTSS like process</li> <li>▪ Focused small group instruction with GES support/planning and possible co-teaching</li> <li>▪ Earlier access to Credit by Demonstrated Mastery math pathway</li> <li>▪ Access to Advanced Math 7 as a sixth grader based on math department guidelines</li> </ul>	<ul style="list-style-type: none"> <li>▪ Grouping in Honors and/or AP Math classes</li> <li>▪ Support around how to access an advanced Math pathway using Credit by Demonstrated Mastery and schedule planning with their counselor</li> <li>▪ Dual enrollment for math courses</li> </ul>
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FEW STUDENTS: English/Language Arts and Math

K-5

- Single-subject acceleration using the IOWA Acceleration Scale to determine need for grade level differentiation in one or both subjects (Language Arts and Math)
- Whole grade acceleration using the IOWA Acceleration Scale to determine need for whole grade advancement
- Offering a placement for a student in LEAP beginning with the 4th grade school year after completion of the universal screening along with qualitative review by school-based GPT
- Early gifted identification for a K-2 student using the above outlined criteria and processes

6-8

- Single-subject acceleration using the IOWA Acceleration Scale to determine need for grade level differentiation in one or both subjects (Language Arts and Math)
- Whole grade acceleration using the IOWA Acceleration Scale to determine need for whole grade advancement
- Offering a placement for a student in LEAP after the results of fifth grade or new to district testing starting in sixth through eighth grade using data and a qualitative review
- Enrollment in the North Carolina Virtual Public School to address access to courses outside of the scope of the school's course offerings but necessary for the student to maintain middle school course enrollment policies


9-12

- University and/or community college enrollment for part of the day due to very accelerated credit completion at the high school level
- Early graduation based on academic progress and qualifications

In addition to the classroom-based supports mentioned above, gifted education specialists work with a variety of school personnel to support, sponsor, and/or facilitate intellectually enriching opportunities for their school communities. It is important to note that these may not be offered at every school.

- Odyssey of the Mind
- Quiz Bowl
- Model United Nations

- Science Olympiad
- National Junior Honor Society
- Ethics Bowl
- Creative writing competitions
- Scripps Spelling Bee
- STEM focused enrichment opportunities and experiences
- Student selected projects
- Battle of the Books

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**\* Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.

Collaboration within the total school community is essential for comprehensively meeting the needs of advanced learners. Social and emotional learning addresses the core of educating every child, emphasizing learning and life competencies (self-awareness, self-management, social efficacy and academic efficacy), skills all students need. Research shows that cultivating these life competencies improves academic performance. We will continue to promote academic achievement as well as social and emotional development by educating the whole child through a continuum of services.

Our LEA response during the 2025-2028 plan cycle includes support for social/emotional needs. Examples include the following:

Grades K-5

- Utilizing gifted education specialists in creating cluster groups when classroom rosters are created to encourage friendships and connections in both ability and age peers
- Supporting the use of Second Step social/emotional learning curriculum used by K-5 classrooms and partnering with Student Services to ensure resources to support the social and emotional needs of advanced learners are included in developing lessons and materials

- Championing our district's use of restorative circles and restorative practices when situations involving advanced learners and the need to repair trust, shore up communication skills, and practice conflict resolution and restoration present themselves
- Encouraging the use of lunch groups to help students make connections to peers, find students with similar interests, and engage in play that aids their social development
- Offering support and insight to families about the challenges young advanced learners face, such as asynchronous development, executive functioning challenges, school refusal, underachievement, frustration with peers not at their academic level, and task avoidance
- Continuing training at new teacher orientations and at district professional learning days around the social and emotional needs of advanced learners, emphasizing that sometimes non-teacher pleasing behaviors are signs of a struggle to regulate emotions in young learners
- Collaborating with librarians, counselors, exceptional children's teachers, multilingual learner teachers, and others to address how various intersections of a child's personality, learning preferences, and more impact their social and emotional needs
- Including the GES when addressing social and emotional needs of advanced learners during the MTSS process

#### Grades 6-8


- Assist teachers in creating cluster groups in core classes to ensure students have a peer and friend group that matches intellectual and developmental needs
- Help connect students to enrichment opportunities, clubs, and learning opportunities within the school community that allow for connection with peers and student interest for social and emotional growth
- Support teachers who have underachieving students as content begins to increase in difficulty. GESs can assist counselors and parents in understanding the needs of advanced learners as they navigate increasing rigor and a variety of teacher expectations
- Work closely with exceptional children's teachers to support students at key transition points such as fifth to sixth grade and eighth to ninth grade by attending IEP meetings

- Continue to offer professional learning to new and current secondary teachers on supporting the social and emotional needs of advanced learners, dealing with perfectionism and perceptions of failure, and how to support students who may be underachieving or exhibiting challenges around executive functioning
- Assist families and counselors as students become older and start to take more ownership over their course selection and pathways. GES can support students in choosing advanced courses in areas of talent and interest to avoid anxiety and burnout
- Include the GES when addressing social and emotional needs of advanced learners during the MTSS process
  - Continue to champion AVID as a viable pathway to honors and AP courses for students who need the daily academic and social/emotional support offered by the AVID elective course and program. We can continue to refine our recruitment and retention efforts to create a bigger cohort of students who fit the profile of an AVID student

#### Grades 9-12

Most social and emotional supports at the high school level are offered by the Lead Gifted Education Specialist in collaboration and consultation with school-based teams such as counselors, teachers, administrators, and mental health specialists. As such, social and emotional supports include:

- Using the Lead Gifted Specialist or Gifted Director as a resource on IEP and 504 meetings to speak to student strengths, focus on past experiences with advanced learning needs and the social and emotional aspects around those needs, and consulting with school-based teams to make informed decisions around how to support the student
- Planning with counselors when talking with families of advanced learners about taking more ownership and mastery over planning their high school course journey from a comprehensive standpoint, including how to select courses to best bring about balance and reduce stress
- Supporting instructional coaches in best practices for flexible grouping and differentiation around student interest and choice
- Partnering with Student Services to work more directly with counselors to address ways to educate and support high school families on stress management, perfectionism, reasonable goal setting, and creating a healthy balance while pursuing academic rigor
- Continuing to champion AVID as a viable pathway to honors and AP courses for students who need the daily academic and social/emotional support offered by the AVID elective course and program. We can continue to refine our recruitment and retention efforts to create a bigger cohort of students who fit the profile of an AVID student

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**\* Practice C**

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

Moving into the 2025-2026 school year, Chapel Hill-Carrboro City Schools laid out three foundational pieces as a focus that apply to all staff:

- PLC work is how schools will plan
- AVID strategies are how schools will teach
- MTSS is how schools will address student needs

As an underpinning, data will be used as a tool to implement and drive this work forward. This will especially be helpful as our traditional high schools fully shift to a four by four block schedule model beginning in the fall of 2025. Our AIG plan for 2025-2028 will use data in decision making, AVID strategies for instructional delivery, PLCs for effective and efficient communication and MTSS and Gifted Program Teams to support student learning needs.

GESs at each school will continue to work with instructional coaches to create lesson plans and materials that differentiate core district curriculum. Students are clustered using a variety of data. Examples of AVID instructional strategies include Socratic Seminars and Philosophical Chairs as ways to stretch advanced learners into writing, thinking, speaking, and reading critically. PLCs will meet to analyze student data and create instructional plans that support students across classroom settings. MTSS teams meet to provide instructional decisions and solutions when a student shows a need such as remediation, acceleration, or a change in instructional setting.

The Lead GES works to support high school instructional coaches and teachers as they adapt to the new block schedule model, as well as helping staff see the potential in using block scheduling to assist students to access a more accelerated curriculum and learning pathway. We will seek to build on our work in the most recent plan by using these strategies:

- GESs maintain a digital and physical AIG library of materials housed at each school and in a shared Google drive in order to encourage sharing and alignment of supplemental materials used to extend core
- GESs at each elementary school use algebraic thinking materials as a way to infuse differentiated work into core math instruction for all students as needed
- Elementary counselors, GESs, and the Lead GES will collaborate to use qualitative and quantitative data to create a pool of potential AVID students for them to consider AVID as a viable middle school pathway and to apply during their fifth grade year
- GES PLC meetings will focus on retraining all GESs on the practice of Socratic and Paideia seminars and how to use them in a variety of contexts and courses
- Intentionality with how GESs use CogAT and TerraNova data at the elementary and middle school level to supplement MTSS decision making, talent development, and instructional planning in PLCs through a strength-based lens. It is key to include school administrators to help change the belief that these assessments are solely used for gifted identification
- Collaboration with the Director of Secondary Math to promote clear understanding of the Advanced Math 7 pathways. The Director of Secondary Math sets the criteria and processes for a fifth grader accessing Advanced Math 7, and the Office of Advanced Learning and Student Leadership works with the director to make sure elementary and middle school GESs have access to the names of students who qualify for this pathway to ensure proper math placement

**\* Practice D**

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

Grouping of students can be an integral part of student growth, and cluster grouping in particular is a research-based best practice for students identified as gifted. As we continue to work to make sure all students get their academic, intellectual, and social-emotional needs met, our 2025-2028 plan will address intentional, flexible grouping practices using these strategies:

- GESs will work with classroom teachers in all grade levels to use data to create flexible groups based on sources such as pre-assessments, student interest in topics or subjects, and other metrics both qualitative and quantitative
- Middle school GESs collaborate with school teams about the cluster grouping of gifted students in core classes, with GESs offering co-planning and co-teaching models to ensure differentiation. This is especially important for Highly Gifted readers entering sixth grade, as there is currently no advanced course pathway in Language Arts prior to high school
- Elementary GESs work with flexible groups in grades four and five based on demonstrated need, particularly in reading and math, being sure to include students identified as Emerging Talent in these groups as well as any other student with a demonstrated need
- Elementary GESs meet each spring with middle school GESs to have a data “hand off.” This practice ensures that the middle school GES receives the accurate names, scores, and identification levels for students identified as gifted coming into sixth grade for the following school year
- Middle school GESs work with data managers to make sure new to district students who come in with an existing gifted identification have a review of their data and are grouped appropriately and then monitored for potential referral and screening for further AIG identification as outlined in Standard One

**\* 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.

The GES is instrumental in communicating and supporting the implementation of differentiated services and instruction. Our LEA response during the 2025-2028 plan cycle will include the following:

- Provide school administrations a list of students who are identified as gifted at the beginning of each year as well as verifying accurate documentation in Infinite Campus
- Instruct GESs to make their grade level teams and PLCs aware of the identification levels of gifted students in their classes and how to best plan instruction to meet their learning needs
- Provide digital and print copies of the AIG plan to administration at each school with a quick reference guide to indicate frequently called upon information and guidance on regulations and service delivery

- Review the contents of the DEP with teachers and administrators annually to ensure consistency of service delivery and collaboration between teachers, GESs, and families to meet the needs of gifted learners
- Publicize changes and updates to gifted service delivery using opportunities to meet with teachers in large groups such as back to school events, district wide professional learning opportunities, faculty meetings, etc.
- Familiarize teachers with the common resources used by GESs such as Groundworks math, Jacob's Ladder, and others to build out common extension and enrichment practices and to build on common banks of resources.
- Communicate with school administrators the expectation for schedule creation between GESs and their principal to address participation in PLCs, talent development lessons, and collaborating, co-teaching, and working with student small groups
- Explore the creation of professional learning resources for teachers that can be accessed asynchronously with the Office of Professional Development. Determine what the key needs for teachers are in this professional learning and design a PD program to address the understanding and implementing the district's AIG plan for service delivery and the key tenets

**\* Practice F**

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

It is important that we communicate effectively to ensure that our students have the social and emotional support they need to be happy and successful, particularly when students are transitioning between buildings due to transfers or because they are entering middle or high school. As we strive to improve student outcomes by ensuring appropriate rigor is in place, we will communicate what supports our students need to be happy and content. We will continue to promote academic achievement and social-emotional development by educating the whole child through a continuum of services. It is important to incorporate student voice and choice as we implement support.

Our LEA response during the 2025-2028 plan cycle will include the following:

- Utilize existing team structures like PLCs and MTSS to share tools and resources that support the social/emotional development of students in need of advanced opportunities, as well as to address any behaviors or social and emotional needs that may be inhibiting achievement
- Require GESs to be members of their school's MTSS team to provide data and insight into the needs of advanced learners, and for GESs to be case managers for gifted students in the MTSS process
- Coordinate with the Director of Exceptional Children to establish routines and procedures for including GESs in key transition meetings for twice-exceptional students, especially during the elementary to middle school and middle school to high school points
- Ensure that students who have accepted a new placement into LEAP have been transferred via the student Registration office along with communicating with Transportation for bus route updates. We will work with departments heads, along with the Director of Assessment and Research, to ensure LEAP students have accurate records transfer, bus routes, and enrollment data when leaving their base schools

- Conduct yearly meetings with grade level PLCs to review the process as to how students get identified as gifted and how that translates to service delivery within their school based on the level of identification

- Maintain accurate records of Emerging Talent students to ensure they are in flexible groups based on their area of strength, that their classroom teachers know who these students are, and that they are automatically rescreened in fifth grade. Elementary GESs will share the names of Emerging Talents students in order to provide further support and stretch

- Utilize middle and elementary GESs in cluster grouping efforts with their counselors, teachers, and administrative team to ensure continuity of services for students who have similar academic needs

**\* 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.

In a 2015 report, A Nation Empowered: Dr. Colangelo notes, "One of the main causes of underachievement isn't that the work is too difficult; it's that the work is below what the student is ready to learn. And when a student becomes disengaged because he or she is bored, you see considerably less achievement." For each of our students, a quality core curriculum is essential, but not necessarily sufficient. Some of our students often understand and can perform the skills that teachers are planning to teach before they teach them. We must be aware that students may exhibit similar characteristics and learning needs with or without gifted identification. Our office must work to make sure students have access to acceleration. Therefore, students with a demonstrated need require curriculum above and beyond Tier 1 in order to meet their unique needs. Students performing above Tier 1 should be moved into Tier 2 or Tier 3 interventions.

The CHCCS Acceleration Policy states (3420): Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail or providing different types of educational experiences. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options.

The district follows state guidelines for early entrance to kindergarten. For the LEAP program, students who fit the quantitative and qualitative metrics are referred for placement. Parents then must accept or decline the placement following the guidelines outlined.

A wide array of AP courses are offered at the high schools that all students have access to with or without an identification. In grades six through twelve, students can access Credit by Demonstrated Mastery as a pathway to acceleration. The process for CDM is clearly outlined on our CHCCS website. While the Office of Advanced Learning and Student Leadership does not directly facilitate the CDM process, we work closely with content area directors on answering parent questions and consulting on assessment practices. The Office of Advanced Learning and Student Leadership will work with all departments to actively seek out and support students who have been historically underrepresented in gifted programming at all levels including enrollment in honors and Advanced Placement courses. Our LEA response during the 2025-2028 plan cycle for this standard will include the following:

- Utilizing the Iowa Acceleration Scale (IAS) for gathering quantitative and qualitative data that will inform the instructional placement of a student. Very few students in K-8 will demonstrate highly precocious characteristics that prompt further investigation for acceleration. To address these unique circumstances, the IAS will be the framework for compiling a body of evidence to determine student readiness. Acceleration can include single subject acceleration (SSA) or whole grade acceleration (grade skipping). Members from the total school community collaborate to gather the evidence
  - This process can be initiated by a parent/guardian, school administrator, GES, or classroom teacher who sees in the student a profound need for acceleration of grade or subject. The guardian will ask for a meeting with the teacher and GES to determine if there is adequate evidence to begin the grade acceleration process. This evidence would include data that demonstrates the student is at least a full year above grade level



expectations in all core subjects. If yes, the GPT would convene with the Director of Advanced Learning to collect evidence required of the low Acceleration Scale

- A school team working through the IAS must include the following: school administrator, counselor, school-based GES, the Director of Advanced Learning and Student Leadership, and other adults who know the child at the school and can speak to the social/emotional, intellectual, and academic needs of the child
- The team meets and uses the IAS to look at all pieces of the student's qualitative and quantitative data and makes a determination as to next steps, which might be to recommend whole grade acceleration, single-subject acceleration, or no action. We share the results of the process with the family.
- The family makes the final decision to accept or decline whole-grade acceleration. If the placement is accepted and the acceleration occurs in the same school the child currently attends, the school team will work in concert with the family on a successful transition.
- If a student is transitioning to a new school as a result of whole-grade acceleration, a meeting between the student's family, the receiving school administration, receiving school GES, and receiving school counselor occurs in order for the student to familiarize themselves with their new school, acclimate to environment, and establish a connection with the new team
- Utilizing virtual learning opportunities such as North Carolina Virtual Public Schools (NCVPS) courses. Courses are accessed by any student who expresses an interest in taking a course that is not offered in their school setting, or if a student has maxed out the available course pathway at their school in a specific subject or area. The student should work with their school counselor and the school's online learning facilitator to learn more about the process.
- Partnering more thoroughly with Durham Technical Community College in order to provide AVID students with the opportunity to pursue dual enrollment opportunities while in their AVID class, as AVID will move to an A/B block schedule class beginning with the 2025-2026 school year. AVID juniors and seniors, along with their AVID teacher and AVID counselor, are encouraged to help qualifying students select a DTCC class that works for this schedule, with the hope that these students will take more than one dual enrollment course over the academic year
- Pursuing more training opportunities and deeper knowledge for teachers and GESs about curriculum compacting and how to implement this practice for students using pre-assessment and other information to ensure mastery of content before offering compacting as an option. Also, the Lead Gifted Education Specialist will work closely with high school instructional coaches to identify subjects where compacting could be more effectively implemented and developed

**\* Practice H**

Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming.

CHCCS is determined to close the expectation gap that often serves to limit the opportunities of our historically marginalized student groups. We will disrupt and dismantle the systems and structures which protect and maintain the gap. We understand that talent is apparent in all student group demographics. GESs work with all school staff to serve any student who shows a need for advanced coursework. As we work to better identify our underrepresented students, we must also ensure that we serve them appropriately in a manner that will nurture their high potential and ability. Our goal is comprehensive, effective programming for all our students. We will continue to emphasize talent development for all students in the 2025-2028 plan cycle through the following:

- Continue the use of PETS as a universal K-3 talent development and thinking skills curriculum for all elementary GESs to use
- Integrate purposeful training and instruction to address the TOPS tool and use this closely as a way to track students over the course of their K-3 schooling. The TOPS tool can serve as a historical piece of qualitative data during the student's gifted identification process in third grade, especially if a student is identified as Academically Gifted using qualitative evidence
- Collaborate with teachers of exceptional children and multilingual learners to support the growth of students in these populations by ensuring they have access to talent development and thinking skills lessons in ways that meet their learning needs
- Ensure that GESs are collaborating and co-planning with K-3 teachers when students in those grades demonstrate a need for differentiation in core academic areas through common resource sharing and standards aligned extension and stretch work activities
- Develop plans for students who are identified as Emerging Talent in third grade to be grouped with students who have talents in either math and/or reading in fourth grade and then automatically rescreened in fifth grade
- Team with Head Start PreK programming to expose PreK teachers and assistants to strength-based learning observations to capture both pleasing and non pleasing behaviors often associated with students who have advanced learning needs

**\* Practice I**  
 Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.

The Office of Advanced Learning and Student Leadership believes that talent development and learning opportunities for students span the entire K-12 grade band, and that this applies to all students with or without gifted identification. To demonstrate this belief, our response to developing and promoting mindsets, policies, and practices to expand excellence for the 2025-2028 plan cycle will be the following:

- Continuing the practice of GESs working with small groups of students in grades four and five using methods such as book clubs, math extension work and projects, low floor/high ceiling reading and writing activities, and other practices that support students who need differentiation
- Emphasizing the use of flexible groups in fourth and fifth grade using data to make decisions about students who show a need for advanced learning opportunities in math and reading
- Working with elementary GESs on effective ways to partner with grant gifting organizations in order to identify and fund enrichment and extension opportunities that can serve the whole school community or that can impact a specific grade level
- Continuing to use CogAT data to capture potential students for AVID beginning in sixth grade. We will explore starting the process earlier by working with elementary counselors to reach out to specific families during the student's fourth grade year in order for them to start considering AVID as a potential acceleration pathway during the student's fifth grade year. This could lead to more meaningful conversations about AVID prior to the middle school registration timeline

- Ensuring a wider range of applicants in grades ten through twelve are informed about and complete applications for the North Carolina Governor’s School through methods such as:
  - In person presentations and discussions about Governor’s School with tenth and eleventh grade AVID classes at each traditional high school and follow up with students who express interest
  - Exploring ways to conduct more information sessions for a wider community of families at each high school by partnering more intentionally with the high school counselors to best gauge how to promote and recruit
- Collaborating with the Director of School Counseling to promote opportunities for Advanced Placement classes to students who show talents and gifts in areas that are not identified. This can begin with conversations at the middle school level between middle school GESs and counselors to identify students who show ability in subject areas combined with the academic potential to be successful in an AP pathway
- Utilizing middle school GESs as collaborators and partners in enrichment opportunities such as Math Counts, Science Olympiad, Quiz Bowl, creative writing competitions, Model United Nations, National Junior Honor Society, Scripps National Spelling Bee, and others available during the school day. Middle school GESs do not necessarily bear the sole responsibility for these opportunities, but they can help scout and refer students for participation in these activities using their strength-based observations and knowledge of students
- Creating standard practices for all GESs to help teachers implement and utilize frontloading of content effectively. This can be done through monthly GES PLC meetings and by working with content area directors in math and English to hone in on best practices for all students.
  - GESs can further help teachers utilize pre-assessment data to gauge student readiness, mastery of material, or learning gaps that can be addressed by frontloading prior to direct instruction. This is excellent opportunity to differentiate vocabulary instruction, particularly for students who show high ability in their verbal aptitude and reading achievement
- Developing ways to capture middle school students who are a good fit for AVID heading into high school. Ensure development of strengths and talents in scheduling via AVID trained counselor conversations

**\* Practice J**

Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.

The Office of Advanced Learning and Student Leadership recognizes that our district is made up of many well-resourced families who have the means and ability to provide extracurricular opportunities for their students; however, we also are very aware that a good number of our student population can only access extra-curricular programming if it is provided by or at the school during the regular school day, and that the school must provide transportation if programming occurs after the end of the day. We emphasize to schools and those who sponsor extracurriculars that they must consider access when making decisions about programming.

Our response to this standard for the 2025-2028 plan cycle will include the following:

- Encouraging GESs at the elementary and middle school levels to support the planning and development of family engagement opportunities such as STEM/STEAM nights, creative writing showcases, math nights, curriculum fairs, and family read-ins. Participation could include creating and providing curricular materials that align with the activity's theme, as well as providing low floor/high ceiling activities and materials that allow all students to engage. This is also a chance to put these materials in the hands of families who may need support in growing the talents of their students and/or finding challenging materials of high interest.
- Reviewing CogAT data with classroom teachers and specifically looking at the separate scores for the Verbal, Quantitative, and Nonverbal sections to screen for students who show strengths in these three areas that match with current extracurricular offerings at the school as a means of talent development
- Collaborating with school-based organizations such as PTA to promote extracurricular opportunities and to use preferred school-based communication channels to promote extracurricular opportunities
- Consulting with teachers and parent volunteers involved in the planning and running of extracurricular opportunities to make sure access to these clubs and activities is open and accessible to all students

**\* Ideas for Strengthening the Standard**

- Examine existing relationships between the Department of Advanced Learning and Student Leadership and other curricular directors in order maximize cross-promotion of shared resources, enrichment activities, and alignment of best practices
- Ensure GESs are embedded in PLCs and part of the MTSS teams at their schools by partnering closely with the district director of MTSS, principals, and senior leadership teams
- Advocate for GESs to bring their talents to school communities via opportunities to present and be part of the planning of community events and family nights at their respective schools
- Revised training materials to best educate teachers and administrators of the various levels of gifted identification and how that translates to classroom instruction

**Planned Sources of Evidence**

* Lesson plans and curricular resources demonstrating differentiated content, process, or product	
* Training materials on the TOPS tool and evidence of its use	
* Updated training materials for GESs, teachers, families, and staff	

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

Standard 3: Differentiated Curriculum and Instruction

**Chapel Hill-Carrboro City Schools (681) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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 by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies.

The North Carolina Essential Standards demand that core curriculum and instruction become more challenging, rigorous and relevant to all learners. Planning methods emphasize the transfer of skills and knowledge across content areas. These goals highlight the effective uses of understanding, knowledge, and skill that we want students to use when they confront new challenges, both in and outside of school. The Standard Course of Study is an entry point for differentiation. As instructional teacher leaders, gifted education specialists will continue to support the CHCCS initiatives for unit design and lesson planning to meet the academic and intellectual needs of our learners. GES participation in collaborative unit development and lesson planning ensures that learning experiences designed for advanced learners align with and are an integral part of core instructional units instead of work that has no connection to core instruction.

The shift to serving students more inclusively and coaching teachers in best practices for rigorous instruction necessitates a blended service model. The Collaborative and Consultation Framework (Landrum, M.S. 2002) is a combination of direct and indirect service delivery. Collaboration and consultation should enhance, rather than diminish, existing school efforts regarding support services for gifted learners. The enhanced services involve the GES in modeling high level instructional strategies and co-teaching differentiated lessons to support, engage, and challenge all learners, particularly students with advanced learning needs. Direct services provided by the GES will also include instruction designed to meet the needs of highly gifted and intellectually gifted students within the classroom and/or in consultation groups. Sharing responsibility for student learning through indirect services, such as co-planning, data analysis that informs instruction, cycles of observation, tiering assignments and curriculum compacting will provide for the varied needs of students.

Our LEA response during the 2025-2028 plan cycle will include the following:

- Interdisciplinary teams that include the GES will design and implement differentiated learning opportunities within grade and subject. This will include learning, interest, and student readiness profiles to intentionally design differentiated units and lessons that are rich, rigorous and responsive to a wide range of learner needs
- Collaboration between GESs, PLCs, and individual teachers on an ongoing basis to plan learning opportunities, model high level instructional strategies, to co-teach differentiated lessons, and support core teachers in engaging and challenging all learners, particularly advanced learners, in their classrooms
- Curation of a living Google drive of standards aligned and subject specific curricular materials created by elementary and middle school GESs that is easily usable. An emphasis on low floor/high ceiling activities and resources is key
- Partnerships with multilingual learner and exceptional children's teachers to create scaffolds and opportunities to access differentiated instruction and appropriate stretch work
- Utilization of structured time during GES PLC meetings for team members to demonstrate curricular materials, partner with others to work on grade level and/or content area specific enrichments and differentiated learning materials, and to receive feedback on existing lessons and practices

- Middle school GESs will continue to work on extensions and enrichment opportunities in the language arts curriculum including the development of novel study units for students who demonstrate a need for more rigorous text selections. This is done in partnership with instructional coaches and the Director of Secondary Humanities
- GESs will support extension(g) and enrichment opportunities through clubs and special events, and through electives that promote executive functioning skills (such as AVID).
- The Lead Gifted Education Specialist and/or Director will work with high school instructional coaches on differentiation practices and methods for accelerated learning, especially as the district begins its first year of a four by four block schedule for high schools in the fall of 2025. Understanding how this new instructional day can be used to increase differentiation of core content is a key practice
- The Director of Advanced Learning and Student Leadership will collaborate with coordinators for ELA, Math, Science and Social Studies to align the LEAP curriculum with evidence-based and research-based materials that align with and extend the core curriculum

**\* Practice B**

Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.

Gifted Education Specialists in each elementary and middle school are adept at designing differentiated lessons and modeling effective instructional practices that can provide rigor and challenge for advanced learners. The Lead Gifted Education Specialist supports the high schools with these same topics in partnership with building-level instructional coaches. To address this standard for 2025-2028, we will emphasize the following practices at each grade band:

K-5

- Exposing all students to thinking skills lessons that include deductive and inductive reasoning, spatial reasoning activities, divergent and convergent thinking, creative problem solving, and language association (K-3 classrooms)
  - Utilize the TOPS tool in conjunction with these lessons to identify students who have learning needs that may require further development and differentiation
- Working with teachers on pre-assessment skills, student interest surveys, and gauging student readiness to determine the learning needs and next steps for planning instruction
- Continuing low floor/high ceiling activities to engage all learners and to identify students who show talents and abilities in need of further development and engagement
- Working within PLCs to address ways to utilize gifted characteristics checklists including examples of non-teacher pleasing behaviors of gifted students in order to address intellectual and social-emotional needs of gifted students
- Ensuring all GESs have access and familiarity with Groundworks and hands-on equation materials as a way to differentiate and supplement math curriculum for students who show a need
- Advocating for the use of Socratic/Paideia seminars as a differentiation tool across a variety of content areas with GESs modeling these seminar skills for teachers
- Using CogAT data in data talks with PLCs as a way to inform instruction for purposes such as flexible grouping, offering student choice in assignment creation and completion, creating peer groups for projects or activities, etc.

6-8

- Continuing the practice of offering opportunities such as student-led projects, genius hour, etc. to offer enrichment to all students
  - Working with PLCs to more effectively address how to incorporate student voice and choice in the creation of work products, text selection, and differentiated vocabulary into language arts classes, particularly with students identified as Highly Gifted in Reading
  - Working with counselors to ensure that sixth grade students who have qualified for Advanced Math 7 have been scheduled appropriately for that pathway
  - Advocating for the use of Socratic/Paideia seminars as a differentiation tool across a variety of content areas with GESs modeling these seminar skills for teachers as needed
- 9-12
- Working closely with high school instructional coaches to assist teachers in utilizing differentiation strategies in honors and AP classes especially to accommodate a variety of learning needs and abilities. The Lead Gifted Education Specialist should have a key role in this strategy
  - Offering professional learning opportunities geared specifically towards high school teachers using Paideia seminars as a tool for student engagement, rigor, and access
  - Working with high school AVID teams to ensure AVID students are taking AP and honors classes in areas of strength and interest in order to prepare them for college readiness. This requires collaboration with the AVID counselor at each school to ensure AVID students have cohorts of like peers in these classes
  - Using the conversion to a four by four block schedule at the high school level to expand teachers' understanding of how to use pre-assessments, student interest surveys, and learning profiles to better build in opportunities for small group and independent practice that can be informed by those assessments and surveys

**\* Practice C**

Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.

- In collaboration with other curriculum and instruction leaders, the Director of Advanced Learning and Student Leadership will continue to seek and equip GESs with high level, researched-based supplemental resources that align with North Carolina Essential Standards and district curriculum. GESs will continue to stay up to date on best practices for enrichment and extension by attending and presenting at state and national conferences, maintaining subscriptions to professional journals combined with attendance at ongoing district professional learning opportunities, and will employ these resources and practices to support classroom teachers in providing high quality instruction. The total school community will ensure that instructional and supplemental resources are research or evidenced-based and augment curriculum and instruction. Our LEA response during the 2025-2028 plan cycle will include the following:
- Equip elementary GESs with algebraic thinking materials such as hands-on equations and Groundworks tiered math tasks as a way to scaffold, stretch, and differentiate core math instruction. This provides tiered assignments and activities for students at every level of mathematical development
  - Retrain all GESs in Socratic seminar methods as a way to assist teachers with differentiation of text and writing tasks in all subjects. We will extend this learning by creating professional learning materials and opportunities for classroom teachers at all levels to engage in this training. This can be done in partnerships between GESs and teachers, leading PD sessions on Socratic seminars during district PD days, and modeling/co-teaching directly
  - Maintain a digital inventory of supplemental materials such as Jacob's Ladder, Junior Great Books, and common texts on social/emotional support for gifted learners. This also involves updating our existing library and determining which schools have access to what resources in order to shore up gaps in materials

- Coordinate with content area directors around shifts in existing standards for core subjects to realign, remove, or add existing materials GESs have created to ensure they are current
- Assist district and school-based instructional coaches on supporting district reading curriculum in grade K-5 with ways to interpret and use the data for classroom instruction, flexible grouping, etc.
- Continue work between middle school GESs and the Director of Secondary Humanities to create stretch work and novel study units based in the district's common ELA curriculum with implementation and co-teaching occurring in the regular ELA classroom
- Utilize the Lead Gifted Education Specialist in supporting high school instructional coaches and high school teachers on specific strategies such as Socratic seminars, use of pre-assessment, stations, and leveled texts in order to help differentiate within the increasingly heterogeneous groups in high school core classes, particularly with the move to block schedule in the fall of 2025
- Work as a department with the Director of Digital Learning and Libraries to determine what resources schools have access to use as supplemental materials as well as exploring how GESs can work with media specialists to access and utilize these materials with students
- Include dedicated time in GES PLCs to resource sharing and curation, along with opportunities for GESs to teach each other best practices and test out new materials and ideas
- Encourage GESs to attend and present at professional conferences to gather materials and learn about research-based resources and strategies to support gifted programming
- Continue support for learning opportunities within the school community that allow for growth of all students, including students identified as Intellectually Gifted and Emerging Talent. Opportunities will include project based learning, interest-based exploration, student-led projects, genius hour and clubs/enrichment opportunities that allow for curiosity and demonstration of knowledge beyond achievement testing

**\* Practice D**

Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.

Recognizing that college and career ready skills are appropriate for all students including those in AIG programs, gifted services can support student opportunities for instructional units, coaching opportunities, cycles of observation, flexible grouping, teaching/learning experiences, AVID classrooms, etc., that encourage real life applications. Our LEA response during the 2025-2028 plan cycle will include the following:

- Personalized learning opportunities will be enhanced using digital resources. Technology in CHCCS is now at a one-to-one ratio which can be a means for strengthening core, compacting curriculum, facilitating communication and collaboration among peers, as well as demonstrating innovative teaching and learning, providing low floor-high ceiling opportunities for all, providing flexible reading and math groups based on qualitative and quantitative data and student choice
- All students and specifically twice-exceptional students will engage in executive function skills such as self advocacy, planning, organization of materials, and time management that seek to maximize student strengths. Skill training that helps the student become more autonomous and independent is optimal.
- AVID strategies will be a central part of our district's instructional framework in the coming school year. We see this as an opportunity to implement effective AVID strategies that can assist all learners with teamwork, collaboration, critical thinking, and being college and career ready
- Students will engage in measurable goal setting to increase their ability to think critically about their own life-long learning



- Beginning in middle school, we encourage families to partner with GESs and their child's teachers and counselors to develop a plan for selecting courses in high school that will speak to their student's interests, strengths, and long range goals. This promotes ownership for the student over their learning beginning at a young age
- Students will have access in the total school community and encouraged support for learning opportunities including Model United Nations, service learning projects, Science Olympiad, Battle of the Books, Art of Problem Solving, as examples of opportunities that foster creativity and critical thinking
- All K-3 students develop collaborative problem solving skills during critical thinking skills when engaged in open-ended divergent thinking tasks, especially through the promotion of a growth mindset when facing challenges
- All students will have access to critical thinking, problem solving skills, respectful communication practice and collaboration opportunities during Socratic Seminars. This can be achieved in PreK-12 classrooms

**\* Practice E**

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.

Formative and summative assessments are included in core instructional units. This includes cornerstone tasks that require students to synthesize and transfer their learning, NC Check-Ins, elementary reading assessments, district benchmarks at the secondary level, and other measures both formal and informal. Students create authentic products to demonstrate their deep understanding. These products can provide evidence of students' strengths and areas for improvement to guide grouping and instructional practices. PLCs create and will review these products.

As CHCCS moves forward with district-level formative assessments in the core subjects, more data will be available for PLCs to review on a consistent basis to inform instruction and differentiation practices. EVAAS data demonstrates our students earning the highest scores are not achieving a year of growth for a year of instruction in some cases, especially in reading. Regular formative assessments will provide timely data that informs instructional decisions with all students in mind. Our LEA response during the 2025-2028 plan cycle will include the following:

- Use various gifted rating check lists, talent observation scales, and other formative data sources to structure whole-class, small group, and flexible group activities in the elementary classroom, specifically in grades K-3. This includes more intentional use of the TOPS tool early on, and to have that data continue to be tracked as students progress in grades
- Use district assessment data, classroom based formative and summative assessments, anecdotal and observational data from teachers and GESs to create flexible groups for students who demonstrate need for extension beyond core. GESs can push in to work with small, flexible groups, co-teach and observe with the classroom teacher, and offer consultation on ways to interpret these data sources
- Use pre-assessments on a regular basis to inform curriculum compacting. When students demonstrate mastery prior to receiving instruction, compacted learning opportunities designed by/or in collaboration with the GES can supplant the regular classroom instruction rather than be available "only after" or "in addition to" the regular instruction. Differentiate for teachers what this looks like for K-5 and 6-12 classrooms
- Use End of Grade (EOG) summative testing data in conjunction with qualitative data to help with grouping of students and appropriate course selection in middle school via conversations between elementary and middle GESs
- Increase the use of AVID strategies that target metacognition, specifically around goal setting measuring one's own learning, and reflecting on growth over time. Many gifted learners can be stuck on perfectionism and always being correct every time instead of the process of learning and growth. All students benefit from AVID, but gifted learners can see positive results by learning how to measure growth and learning both through grades but also their own thoughts and feelings about their work

- Use samples of student work from low floor/high ceiling activities as another way to capture students who show a need for differentiation, as well as a way to gauge creativity, higher order thinking, and engagement

**\* Practice F**

Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.

The work of differentiating curriculum and instruction is ongoing and highly collaborative. Given the large number of students in our district who are identified as gifted along with those who also show a need for differentiation without a gifted designation, it is key that GESs be in partnership with multiple personnel to support these efforts. Our response to this standard for the 2025-2028 cycle includes:

- Working with instructional coaches at all grade levels to stay current on any changes to common curricular materials, shifts or updates to existing standards, or the adoption of new materials and core resources. In partnership with coaches, GESs can ensure that differentiation efforts reflect the needs of their schools while staying in alignment with the core material
- Utilizing the increased focus on MTSS in schools as a way to advocate for the needs of advanced learners, especially in helping staff to see MTSS as a way to address multiple student needs, not just for students who are not meeting proficiency
- Co-planning and collaborating with multilingual learners and exceptional children's teachers to address how to best scaffold or differentiate instruction for students who demonstrate a need for advanced coursework but who may need supports or alternate access points to show their learning
- Assisting teachers in interpreting data from a variety of formative and summative assessments to develop tiered assignments, small groups, station activities, and a variety of other instructional methods to best meet the needs of their classes and students
- Utilizing the Lead Gifted Education Specialists and middle school GESs to work with school counselors to review data from eighth grade students who show the capability to be in an accelerated curricular pathway but who have historically not been, and working with their teachers and families, determine what course selections may be best as they go to high school

**\* Ideas for Strengthening the Standard**

- Build more intentional and current inventories of existing curricular materials and cross reference those with the materials of other departments to see about areas overlap and where materials can be best embedded to support differentiation
- Increase the training for teachers around the power of pre-assessments by partnering with instructional coaches to create opportunities to show the use of this practice to teachers
- Include GESs in any district or school level curriculum planning or development teams to better plan for differentiation opportunities in lessons and common materials

**Planned Sources of Evidence**

\* Samples of Socratic seminars in use with teachers and students at various levels

\* Evidence of collaboration between GESs and counselors to increase access to rigor for students in middle and high school

\* Clear use of formative assessment data in creating student groups

Type	Documents	Document Template	Document/Link
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AIG Standard 3 Additional Resources		N/A	
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Standard 4: Personnel and Professional Development

**Chapel Hill-Carrboro City Schools (681) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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.

With about 30% of our student population identified as gifted, it is imperative that the district maintain an AIG-licensed educator to oversee gifted programs. The demand for trained teachers to deliver effective differentiated instruction is critical. Our district employs an AIG licensed Director of Advanced Learning and Student Leadership whose role includes guiding, planning, developing, implementing, revising, and monitoring the AIG plan and services for CHCCS. Our LEA response to continue this practice during the 2025-2028 Plan Cycle will include the following responsibilities:

- Maintain student universal screening and identification procedures
- Establish written policies that safeguard the rights of AIG students
- Implement local plan with fidelity
- Ensure intentional programming for cultivating the potential of K-3 students
- Provide professional learning and job support for GESs on a regular basis
- Work with other district personnel to provide professional learning for the district
- Collaborate with GESs to develop, implement, and monitor program services as well as parent and community involvement
- Assist GESs' coordination of AIG testing in their buildings for a universal screening of students in grade 3, new-to-district students, and referred students.
- Maintain accurate student and program records in accordance with local and state policy
- Participate in regional and area coordinator meetings, professional learning, and other statewide initiatives to support gifted programs
- Support advanced learning programming including:
  - Governor's School
  - Advanced Placement
  - Early College
  - Middle College

- AVID
- Dual Enrollment
- Student leadership/advocacy groups

**\* Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan.

AIG service delivery is a combination of direct and indirect services, primarily through differentiation in the general education classroom. Currently one full-time Gifted Education Specialist is at each elementary school and each middle school. The Lead Gifted Education Specialist position provides consultative support to instructional coaches at the three high schools. The Lead GES also serves as the coordinator of the AVID program for Chapel Hill-Carrboro City Schools, providing another layer of support for high ability students. The Lead GES will actively support the leaders in both the instructional coaching and AVID site coordinator positions.

Direct Services: These include provisions developed and implemented by the GES. The GES works directly with students and gifted programs. Examples include but are not limited to the following:

- Coordinating and implementing the universal screening and referral process in their building
- Training building level teams on the use of qualitative and quantitative universal screening tools
- Co-planning and co-teaching lessons with classroom teachers that extend the learning and stretch points for students based on demonstrated need for extension beyond core. This applies to all K-12 classrooms
- Modeling higher order critical thinking lessons with students as a talent development tool in grades K-3
- Developing and providing learning centers and activities for classrooms while assisting and coaching teachers in progress monitoring of students

Indirect Services: GESs have a shared responsibility for student learning and are school leaders in instruction. As a result, they provide services in ways that may not involve direct instruction in the classroom but have impact in the overall instructional vision and leadership in their respective schools. Examples include but are not limited to the following:

- Providing information or training to classroom teachers/staff on instructional best practices for gifted learners, identifying gifted characteristics, meeting the social/emotional needs of gifted students
- Educating teachers on various levels of gifted identification and how each is supported in the classroom
- Offering professional learning at staff meeting on topics related to gifted education, differentiation, data interpretation, and other needs determined by principal
- Assisting classroom teachers with differentiating instruction for all students including tiered assignments and tiered rubrics
- Conducting cycles of observation of student behavior and/or classroom instruction to offer support for social-emotional and academic needs of gifted learners
- Consulting in MTSS meetings for students with advanced learning needs and/or gifted identified students who may be underachieving

- Collaborating with PLCs to create extensions within the core curriculum for all students to access (ex: low-floor/high-ceiling activities)
  - Gathering and creating instructional resources and materials for classroom teachers for use with students
  - Assisting classroom teachers with curriculum compacting, independent studies, service learning projects, interest-based learning centers, and individual learning contracts
  - Consulting with school counselors on cluster grouping in 4-5, 6-8, and 9-12 classrooms to ensure peer groups for identified students in their areas of identification
  - Communicating with teachers, parents, educational support staff, administrators, and students about gifted policies, procedures, and timelines
  - Serving on committees at the school and district level to lend a voice for differentiation in curriculum development to address the needs of advanced learners
  - Consulting and offering strength-based information for twice-exceptional students in IEP meetings and 504 meetings
  - Reviewing DEP/IDEPS with key partners to make adjustments to ensure student success and goal reaching as needed
- To ensure that all Gifted Education Specialists, the Lead Gifted Specialist and the Director of Advanced Learning and Student Leadership continue to build their own knowledge and professional learning in order to better serve the broader school and local community, we will do the following during the 2025-2028 plan cycle:
- The Director of Advanced Learning and Student Leadership will clearly delineate direct and indirect services of GESs to school and district administration whenever changes to existing policies occur from local, state, or federal guidance
  - GESs will engage in leadership and professional development through book studies, workshop attendance, PLC time for collaborative planning and problem of practice discussions, and access to both research and experts based on requested need
  - The Director of Advanced Learning and Student Leadership will assist school administrators with supporting the GESs in the Teacher Leadership Standards as well as supporting administrators in ways in which GESs demonstrate leadership
  - GESs will take part in monthly, full day PLC meetings in order to assess program implementation, review assessment and qualitative data, and to address professional learning needs as they arise. GESs are expected to take any updates or learnings from these meetings and share them with their administrators, teachers, and parents as relevant
  - GESs maintain an updated calendar that accurately represents their schedule including planning, meetings, direct instruction, parent communication and assessment.
  - The Lead Gifted Education Specialist will continue to develop partnerships with high school counselors and instructional coaches in order to support efforts to educate high school students and parents on advanced learning opportunities as well as self-advocacy for social-emotional and academic needs

**\* 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.

GESs, teachers of AIG students, administrators, counselors, and other content specialists need ongoing professional development to effectively deliver AIG services within the total school community. To address the needs of diverse populations, professional learning focused on gifted learners is included in district professional learning opportunities. It is an expectation that instructional excellence focused on thinking and problem solving will be evident in all classrooms, especially considering the large number of students formally identified as gifted in our school district. For the 2025-2028 plan cycle, we propose the following as our approach to ensure that all district staff understand their role in implementing the AIG plan.

School board, superintendent, district leadership

Review, understand, and support the gifted education plan and its implementation via the Department of Advanced Learning and Student Leadership, including understanding any shifts in this plan from the previous cycle

Central office content directors

Review, understand, and support the gifted education plan and understand how the plan is implemented through their various content areas, PreK-12th grade. This can be done through director meetings and other opportunities when district leaders come together, especially during key times when major shifts in curriculum development or standards revision occur

School counselors and other student services personnel

Collaborate with the Director of School Counseling to ensure that school counselors receive information and supplemental training on the social and emotional needs of advanced learners in addition to how to work with Gifted Education Specialists with regards to cluster grouping, scheduling students for success, and explaining to families how students qualify for advanced learning pathways

Instructional coaches, exceptional children's teachers, multilingual learner teachers

Work with the directors of these various instructional support staff to make sure they can support differentiation work by collaborating with Gifted Education Specialists at the K-5, 6-8, and 9-12 levels to understand strength-based observation of students in addition to creating instruction that allows a variety of learners to demonstrate their knowledge and skill. GESs can work with EC and ML teachers to educate other staff on the needs of twice-exceptional students, the role of language development on multilingual gifted students, and more. Coaches, EC, and ML teachers are also integral members of each school's gifted identification team, allowing them first-hand experience in learning and understanding how students in our district are formally screened and identified. They also provide invaluable knowledge to our strength based identification decisions. We strive to find talent in all student groups.

School administrators

School administrative teams review the gifted education plan with their GESs, paying particular attention to shifts between the previous and new plan. School administrators also learn about the new plan at district level meetings. Administrators play a key role in ensuring that appropriate identification practices are used, differentiated instruction takes place, and social and emotional needs of advanced learners are met at each grade level.

## Classroom teachers

Core teachers are the primary deliverers of instruction for all students; therefore, they should work with GESs and the other support staff listed here to ensure that appropriate differentiation occurs, including understanding updates to gifted identification criteria, their role in referral and screening for gifted students, and communicating in strength-based language when discussing student data with families. This is done with support from their GES, coaches, school administrators, and others who are charged with understanding the AIG plan.

We understand that in order to ensure that the above expectations and practices occur, we must be present in various meetings and gatherings, in addition to maintaining strong working relationships with those who organize and oversee various programs and aspects of our school district. In order to maximize our opportunities to discuss and educate various stakeholders on our 2025-2028 plan, we will do the following:

- Collaborate with the Director for Professional Learning to design and deliver professional development opportunities to include the following topics:
  - Characteristics of gifted students/emerging talent students across domains and subject areas
  - Specific training around gifted learners for beginning teachers at all grade levels
  - State and local policies for the education of gifted students
  - Social emotional needs of gifted learners
  - Characteristics of the twice-exceptional student
  - Adaption of instruction and curriculum by differentiating content, process, product, and environment as well as personalized learning strategies
  - The use of strength-based language and considering the various student backgrounds when looking for talent in students, especially those from underrepresented populations
  - Advanced learning needs in PreK learners
  - Underachievement in gifted learners

In order to do this, we will look to develop both in person and asynchronous learning opportunities for staff on these topics with consultation and insight from members of different departments to make sure the most current and accurate information is communicated. Asynchronous professional learning opportunities can be made available through PLMS. In person learning opportunities for the above topics can include but will not be limited to:

- Flexible “fourth Wednesday” virtual learning opportunities for staff at the PreK-12th grade levels that are offered by our district each month
- Multiple learning sessions at our district’s annual Teaching and Learning conference that is offered to all teachers during the August teacher workdays prior to the start of the school year
- Training at our district’s annual new teacher orientation sessions in the summer that focus specifically on clarifying the myths of gifted education, communicating the various levels of gifted identification in our district, and the role that classroom teachers play in talent development at all grade levels
- Training sessions for PreK staff on anti-bias and strength-based observation for our youngest learners
- Sessions during optional teacher workdays focused on professional learning



- Opportunities for school administrators, instructional coaches, and gifted education specialists to create and offer school-based professional learning on specific topics related to the needs of advanced learners, differentiation, etc.

Our gifted education specialists also need support and growth in specific areas as well. During the 2025-2028 plan cycle, we would like to work with our GESS on:

- Developing more specific ways to support students identified as Emerging Talent and/or Intellectually Gifted. Many students from underrepresented populations fall into these categories, and our team needs more support and learning around how best to identify and grow these learners, as well as how to partner with others in the school community to support these students
- Exploring the best qualitative tools available to capture a variety of gifted characteristics including non teacher pleasing behaviors.
- Allowing GESSs to present problems of practice at monthly PLC meetings. These are opportunities for GESSs to practice their own research and presentation skills to their peers around topics such as how to show growth in highly gifted learners, overcoming challenges for implementing Socratic seminars, combating burnout in a school-wide role, and effective schedule creation to maximize job effectiveness

**\* 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.

CHCCS has an incredibly large number of students who qualify for gifted identification. The goal of each identified student having a teacher with gifted licensure is a heavy lift in our district, which is why we place a large emphasis on teachers working closely with their gifted education specialist to deliver gifted services. We recognize the need to have more AIG trained and certified teachers to assist with that work. While we continue to explore ways to increase the number of AIG trained and licensed staff, we will do the following in the 2025-2028 plan cycle to ensure that general education services for AIG students are in place:

- In grades K-3, gifted education specialists will work with grade level PLCs to ensure that all students have access to thinking skills lessons and that the TOPS tool will be introduced and used as a way to gather information on students who show a need for differentiated instruction. This information can also be used to support gifted identification as needed
- Administrators and counselors will consult with the GES to create cluster groups for classrooms to ensure identified students and those with a similar learning profile have a peer group for academic and social-emotional needs. This will allow classroom teachers to more effectively co-plan and co-teach with the GES for flexible groups in math and reading, co-lead activities and learning stations, and other instructional practices designed to grow all students
- Middle school GESSs will work with school counselors on cluster grouping for students in grades 6-8, particularly in English Language Arts, to ensure identified students are in the correct learning pathways. Middle school GESSs will also co-plan and co-teach with subject area PLCs as needed to model and assist with differentiation efforts in the classroom
- Middle school GESSs will collaborate with counselors who work with sixth graders to ensure that data is shared from current fifth grade testing that could help qualify a student for an accelerated math pathway based on the guidelines established by the CHCCS math department
- All students in grades 9-12 have access and opportunity to attempt Credit by Demonstrated Mastery, Advanced Placement, and Honors credit courses. The Lead Gifted Specialist will work with high school counselors and teachers to make sure families understand these open pathways and to help with communication between various departments if questions arise around these domains.
- It is expected that every GES and LEAP teacher has AIG licensure. If a GES or LEAP teacher does not have gifted certification prior to being hired in the position, they agree to gain AIG licensure. If a newly hired GES or LEAP teacher does not have gifted certification upon acceptance of a job in one of

these roles, the employee's supervisor will work with the employee and Human Resources to ensure that licensure occurs within the allowable time frame for the employee either through successful completion of university coursework or successful completion of the Praxis test in Gifted Education

**\* Practice E**

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

As the district continues to move forward with the priority goal of improving the overall quality of instruction in our classrooms, gifted education personnel must continue to be involved in the conversations. Because our district has so many advanced learners combined with a long standing opportunity gap, it is imperative that the moves we are making in our new plan are focused on those directives. Our response during the 2025-2028 plan cycle will include the following regarding recruitment and retention efforts:

- Explore new partnerships with existing North Carolina institutions that offer online AIG certification and add-on certifications, such as Western Carolina University and East Carolina University
- Maintain accurate records of the number of AIG certified teachers in our district and communicate potential openings for job opportunities in gifted education with those staff members as they arise
- Work with secondary principals to identify teachers who would be good candidates for AIG certification and teaching Advanced Placement and honors courses
- Work with the Office of Professional Learning and Human Resources to tap into candidates in the TA to Teach pipeline about ways to add on gifted education licensure
- Consult with the lead elementary and secondary new teacher mentors to identify new teachers who may be good candidates for gifted certification, especially those from a variety of backgrounds and experiences
- Continue to promote newly created district level awards and recognitions that allow GESs to be nominated and awarded as outstanding teachers and leaders in their role
- Offer financial support for GESs and AIG certified teachers to present and attend conferences focused on the needs of advanced learners such as the NCAGT conference
- Refine the existing district created Praxis study guide for Gifted Education that blends together key information and knowledge assessed on that Praxis exam with the CHCCS AIG plan. Teachers who become new GESs or LEAP teachers who explore this option for licensure will have their first attempt at the Praxis paid for by the Department of Advanced Learning and Student Leadership

**\* Practice F**

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

Our district is committed to disrupting the pattern of under identification of historically underserved and under identified students. PLCs and other small group meetings can provide opportunities for school staff to plan collectively for dynamic and individualized classroom experiences. Regularly designated time for this work is critical, and administrative support is critical to ensure that such time is allotted. Our response during the 2025-2028 plan cycle will include the following:

- Create opportunities for planning time to allow GESs to meet on a regular schedule with PLCs

- Build opportunities for instructional leadership teams to provide feedback to fellow GESS, classroom teachers, principals, etc. concerning “look fors and ask abouts” following classroom walkthroughs, analysis of student work, etc.
- Share learning from national/state gifted conferences during GES team meetings and school PLCs demonstrating best practices in gifted education
- Pay for GESS to have membership in the National Association of Gifted Children
- Meet monthly as a district level PLC to plan and/or share curriculum for advanced learners
- Provide and engage in virtual meeting opportunities for sharing details of AIG procedures, idea sharing, book study, coaching reflections, etc.
- Team with Human Resources to provide myths of gifted education training to all beginning teachers
- Provide community training and conversation around myths of gifted learners, underrepresentation in historically marginalized groups, and the disruption of deficit narratives.
- Collaborate with the Gifted Program Advisory Council (GPAC) and Special Needs Advisory Council (SNAC) in how best to engage members of various stakeholder communities

**\* 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.

The Office of Advanced Learning and Student Leadership is focusing on an ambitious course for this plan cycle around specific areas, namely: closing the opportunity gap, building teacher capacity around talent development and differentiation, and increasing the number of gifted certified staff, especially staff from historically underrepresented groups. As stated in the previous indicators for this standard, this is only possible with collaboration and support from a wide variety of members of the Chapel Hill-Carrboro community.

To achieve these goals, our district plans to do the following in the 2025-2028 plan cycle:

- The Director of Advanced Learning and Student Leadership will attend district level leadership meetings to stay informed around strategic vision and goal shifts and to lend a voice in how those moves both impact and can be supported by the AIG plan
- School administrators will be provided with a hard copy of the AIG plan as well as digital access to ensure a quick reference point for questions and clarity around policies and procedures
- Consultation with content area directors when changes in curriculum and/or standards occur to ensure that differentiation materials, training, etc. are available and in line with district AIG practices as they are rolled out to instructional coaches, GESS, and classroom teachers
- Partnership to schedule and map out professional learning opportunities with the Office of Professional Learning in order to maximize attendance and increase opportunity, as well as offer sessions based on the district’s goals and strategic plan that directly overlap with areas of the AIG plan
- Discussions with Human Resources on how to best distribute and market materials and information about add-on gifted certification in employee newsletters, recruitment materials, and general employee information sessions
- Professional development for GESS so that they stay current with national research trends in addition to updates in state policies, laws, and standards in gifted education

**\* Ideas for Strengthening the Standard**

- Working more closely with Human Resources and the lead mentors for elementary and secondary new teachers to scout for teachers who show interest in getting their gifted certification
- Collaboration with content area directors to identify strong teachers who could be models of differentiation practices for other staff
- Explore partnerships with public universities that offer online programs in gifted education for educator certification

**Planned Sources of Evidence**

\* Databases that contain information about AIG certified staff

\* Training materials used for a variety of professional audiences on topics in gifted education

\* Attendance at state and national conferences in gifted education

\* Artifacts created by GESS designed to enhance the professional learning of their colleagues

**Documents**

**Document Template**

N/A

**Document/Link**

AIG Standard 4 Additional Resources

Standard 5: Partnerships

**Chapel Hill-Carrboro City Schools (681) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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.

Chapel Hill-Carrboro City Schools aims to be clear and intentional about our communication with parents and guardians who represent a variety of languages, lived experiences, and backgrounds. To build and maintain meaningful partnerships, our response during the 2025-2028 plan cycle will include:

- Clear application and attendance expectations for members of the Gifted Program Advisory Council (GPAC)
  - Interested parents/guardians apply to be a GPAC representative for their school
  - School teams review applicants to ensure representation reflects the school community. Some schools may choose two representatives to share the work
  - GPAC members typically serve a two-year term
  - GPAC members attend quarterly virtual meetings with the Director of Advanced Learning and Student Leadership, the Lead Gifted Education Specialist, School board Representative, selected GESs, and selected school administrators
- Clear expectations for GPAC representatives:
  - Attend quarterly GPAC meetings to receive program updates, information, etc. from the Office of Advanced Learning and Student Leadership
  - Pose questions received from their school communities to GPAC leaders related to gifted programming, advanced learning opportunities, timelines, etc.
  - Arrange a time to debrief with their school-based GES after GPAC meetings to clarify information as well as discuss how best to share information with their specific school communities and to gather input to be shared with GPAC
  - Act as a liaison between the Office of Advanced Learning and Student Leadership and communities to help clarify district policies, timelines, and to provide updates using their knowledge of how families in their schools receive and look for information
  - Find ways to connect to school improvement teams, Parent-Teacher Associations, and other affinity groups within the school community to share information about advanced learning opportunities

To strengthen communication and partnerships with parents/guardians and families in Chapel Hill-Carrboro City Schools, the Office of Advanced Learning and Student Leadership will pursue the following for the 2025-2028 plan cycle:

- Build on the success of bringing in guest speakers to GPAC meetings by ensuring future meetings include topics such as
  - Using MTSS to address the academic and social/emotional needs of advanced learners
  - Accessing advanced pathways such as Credit by Demonstrated Mastery and advanced math pathways in middle and high school
  - Applying for Governor's School
  - Understanding the role of AVID (Advancement Via Individual Determination) in our district
  - Registering for courses at the secondary level
  - Other presentations/information as requested by feedback from GPAC members and their communities
- Standardize presentations for K-5, 6-8, and 9-12 parent/guardian communities around topics such as
  - Gifted services and advanced learning opportunities at each grade band
  - Governor's School application and overview
  - Open house materials for families that outlines talent development and gifted service delivery models
  - Frequently asked questions around interpreting the results of the assessments used in the gifted identification screening process and how to support and grow strengths and talents using that information
  - Understanding the levels of gifted identification and the criteria in Chapel Hill-Carrboro City Schools
  - Supporting twice-exceptional learners
  - The myths of gifted education
- Ensure all public-facing materials/presentations have translated versions available for families of different linguistic backgrounds
- Partner more intentionally with the Office of Language Acquisition to see how to better engage with multilingual families to ensure stronger two-way communication and partnerships for various groups in our community and to assess their needs, especially around access to advanced learning opportunities
- Use the Lead Gifted Education Specialist in partnering with counselors at the secondary level to connect with high school families to support advanced learners as they grow in academic self-advocacy including social/emotional needs such as underachievement, managing academic expectations, and other topics as determined by community feedback
- Continue to work with 504 coordinators and exceptional children's teachers to make sure parents/guardians understand the role of GESs as advocates for strength based conversations in 504 and IEP meetings

**\* 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.

We are fortunate in Chapel Hill-Carrboro City Schools to be surrounded by an environment that offers access to several research universities, a strong community college system, and a variety of local businesses that represent the economic diversity of our area. To better ensure that we are taking full advantage of this environment, our response during the 2025-2028 plan cycle will be:

- Seek out opportunities provided by local businesses and universities to bring community resources and various learning experiences into the classroom in order to support differentiation and experiential learning opportunities for students
- Continue to build opportunities for dual enrollment, particularly through the 11th and 12th grade AVID classrooms with Durham Technical Community College, allowing another advanced pathway for students during the school day
- Help GESs with grant writing opportunities that exist within the local community as a way increase programming that reflects the advanced learning needs of the school community
- Coordinate with the Chapel Hill-Carrboro Public School Foundation to explore funding for potential field trips and experiential learning opportunities that exist within the community for students at all grade levels
- Explore ways local businesses could fund and support enrichment efforts in our schools including Odyssey of the Mind, Junior Great Books, Science Olympiad, Ethics Bowl, and other opportunities that provide a variety of options for advanced learners

**\* 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.

The Gifted Program Advisory Council (GPAC) represents families from each school in our district. We continue to actively seek out participants from varied cultural and lived experience backgrounds to serve on behalf of our students. Members from the Special Needs Advisory Council and the Equity Advisory Council are also invited to attend.

Meetings are held virtually once a quarter in the evening in order to maximize participation and to minimize inhibiting factors such as transportation, travel, and child care.

The purpose of GPAC is to meet with the Director of Advanced Learning and Student Leadership to provide a communication link between specific school communities and district administration. This group supports the implementation of the current AIG Plan and contributes to the development of the next AIG Plan and communicates the implementation plan to their school community. The meeting schedule is provided on the CHCCS website.

GPAC representatives follow up with their school's GES to discuss agenda items relevant to the school community. Other ideas that are acceptable and encouraged with principal support: debriefing with SIT, PTA, GPT, etc. GPAC representatives generally serve for two years, and representatives agree to make their contact information public so that other parents may easily communicate with them.

To build upon the work of GPAC, our response for the 2025-2028 plan cycle will include:

- Improving the membership records of GPAC members to make sure that a variety of families have an opportunity to participate as representatives and that new members cycle on at appropriate times

- Ensuring a smooth transition process for outgoing and incoming GPAC representatives by capturing historical information between those members who will no longer be serving and those who are coming aboard
- Reaching out to leaders in the Instructional Services Division of our central office to ensure more instructional representation is included in GPAC membership
- Exploring ways to incorporate more student voice and representation on GPAC. Include a focus on collecting student feedback on the implementation of advanced learning opportunities and how it may impact social/emotional needs
- Consulting with the Director of School Counseling to add a member from that department to advise around best practice for the social/emotional needs of advanced learners
- Making sure the designated school board representative for GPAC is included at all meetings as they are able to attend. The Director of Advanced Learning and Student Leadership will connect with the school board representative as needed for key updates

**\* Practice D**

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

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

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

GPAC representatives are eager to improve communication with our families and community concerning opportunities available for students and families. Our LEA response during the 2025-2028 plan cycle will include the following:

- Continue to be very clear and intentional about the ways in which GPAC members partner with their respective school's GES and administrative team to share updates regarding the local AIG plan, gifted services, and other advanced learning opportunities
- Make sure GPAC reps know how to access materials in need of translation for various members of their school community

The Office of Advanced Learning and Student Leadership will build upon previous plan work by:

- Translating policies, procedures, and information to families in the top five languages of our district
- Posting and sharing consistent, uniform information about gifted identification criteria and timelines on our website
- Highlighting key updates and information about the AIG plan and advanced learning opportunities to school administrators via our district's weekly principals' update newsletter
- Making sure that events such as the Family Engagement Summit, Kindergarten Kickoff, school-based open houses, curriculum nights, etc. have materials that can be shared related to advanced learning opportunities and enrichment resources
- Maintaining an up to date website that houses resources for families including a digital copy of the AIG plan, an FAQ for families, as well as presentations about topics of interest. We also include links to state and national organizations such as NCAGT and NAGC that allow families to know how they can support advanced learners



- Hosting family information sessions as well as 10th and 11th grade AVID classrooms visits to promote interest and applications for the North Carolina Governor's School
- Building a designated section of the district AIG website dedicated to the Governor's School process and procedures

**\* Ideas for Strengthening the Standard**

- Continue to build out ways to reach more families and community members about enrichment opportunities such as Governor's School and promoting involvement and interest in this
- Work more intentionally with connections between AVID students and interest in enrichment opportunities, dual enrollment options, apprenticeships, internships, etc. by working with the director of CTE to see about possible opportunities to intersect
- More intentional use of the existing opportunities to communicate with school administrators and senior leadership in our district to build awareness of opportunities, services, and enrichment programming
- Continue building opportunities for engagement with high school families around topics such as underachievement, self-advocacy for gifted learners, and managing stress and perfectionism. Network with existing professionals in the community to achieve this

**Planned Sources of Evidence**

\* Resources shared from family engagement and information sessions

\* Copies of expectations and applications for GPAC membership

\* Use of dual enrollment opportunities for AVID students and others

**Documents**

**Document/Link**

**Document Template**

AIG Standard 5 Additional Resources

N/A

Standard 6: Program Accountability

**Chapel Hill-Carrboro City Schools (681) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.

A comprehensive AIG Plan in compliance with state legislation and policy will be updated and approved by the CHCCS Board of Education. This plan will guide the work throughout the three-year cycle and will lay the groundwork for program revision and implementation. The plan will be submitted to SBE/DPI upon approval by the CHCCS BOE. Our LEA response during the 2025-2028 plan cycle will include the following:

- Create a team to lead development of the local AIG Plan which includes Gifted Education Specialists, the Department of Assessment and Research, Director of Advanced Learning and Student Leadership, and Lead Gifted Education Specialist
- Gather input from stakeholders to inform the process and development of the plan at various stages through formal and informal processes and surveys
- Develop AIG Plan and policies based on program feedback and implementation of the current plan.
- Describe implementation of each practice in the plan by ensuring language is clear and effective.
- Attend regional/area meetings and technical assistance webinars with DPI to support plan development

**\* 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.

Monitoring and guiding implementation of the plan is the role of the Director of Advanced Learning and Student Leadership. The GPAC along with GESs and other stakeholders support the implementation of the plan. Our LEA response during the 2025-2028 plan cycle to monitor and implement the plan includes the following:

- At the beginning of 2025-2026 plan year, a team will prioritize planned actions for the work to be accomplished during the plan cycle, with a focus on communicating with school personnel, families, and community members
- The Director of Advanced Learning and Student Leadership will conduct a stakeholder survey in year two of the plan cycle to gather feedback for the next plan cycle. There will be a specific focus on the impact of identification and service delivery levels
- School teams will monitor implementation of AIG standards annually. Updates/progress will be shared with the BOE and GPAC

<ul style="list-style-type: none"> <li>▪ We will collect data to identify areas of program improvement. Each standard and practice will be considered. We will examine data from instructional walkthroughs, universal screening, referral and identification as well as observations of GESs</li> <li>▪ We will complete interim reports to NCDPI to assess progress towards program implementation and effectiveness. Feedback from individual schools, district level staff, and key stakeholders will be considered. Progress will be reported to GPAC, BOE and district leadership</li> <li>▪ We will utilize district communication channels such as administrative update emails and district-wide messaging to keep stakeholders informed of plan implementation</li> <li>▪ GESs will form expert groups to focus on selected standards and practices. This consistent monitoring and reflection will support implementation of the plan with fidelity and alignment</li> </ul>
<p><b>* Practice C</b> 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.</p> <p>State funds allotted for AIG programming continue to be used appropriately. CHCCS supplements its state allocation with local funds that exceed the state allotment. The majority of local dollars are slated for GESs and/or LEAP teacher salaries. Fund expenditures are managed by the program director and monitored by the Chief Academic Officer and the district's Departments of Finance and Human Resources. Our LEA response during the 2025-2028 plan cycle will include the following:</p> <ul style="list-style-type: none"> <li>▪ Prioritize people, resources, and professional development based on program needs and in consideration of the unique needs of a variety of school populations</li> <li>▪ Review funding in conjunction with the Chief Financial Officer and discuss alignment of plan with budgeted resources on an annual basis</li> <li>▪ Advocate for other funding sources such as grants and partnerships, particularly with community organizations who could sponsor enrichment opportunities for students, regardless of identification</li> <li>▪ Continue to monitor expenditures through the use of a fund request process that values materials and expenditures that maximize student learning support.</li> </ul>
<p><b>* Practice D</b> 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.</p> <p>Student performance and growth data is made available through the Office of Assessment and Research. CHCCS uses data to inform instruction and guide identification of gifted students. This is particularly important for addressing opportunity gaps and excellence gaps. Our LEA response during the 2025-2028 plan cycle will include the following:</p> <ul style="list-style-type: none"> <li>▪ Collaborate with the Office of Assessment and Research throughout the year to review growth for AIG Students and plan ways to address needs of AIG students. Data analysis can include EOC, EOG, AP, ACT, PLAN, EVAAS, etc.</li> <li>▪ Study the demographic data of our identified students and examine achievement data for each student group as a way to assess the impact of identification on student performance. What patterns and trends are present, and how can this data inform our policies and practices?</li> </ul>

▪ Include data in discussions of student growth among administrators, teachers and specialists across the district and use data to inform instruction for AIG students and high ability students. This is especially important when using CogAT data in third grade to look for talents, strengths, and to support students in fostering their interests in advanced learning and enrichment

▪ Collaborate with the Office of Assessment and Research to determine how data will be shared with community members

▪ Review annual drop-out data to monitor AIG and high ability students. We will create and implement steps to follow up with parents and/or students to find out why these students left school. We will use the information to inform action plans to prevent future drop-outs

▪ Share the results of gifted screening assessments with staff during PLC and MTSS meetings to inform instruction. GESs can facilitate and guide data discussions, including support for teachers interpreting the screening data to inform instruction, create groups, etc.

▪ Review school-based data to monitor/track AIG student progress.

▪ Train GESs on interpretation of a variety of data used to monitor AIG student growth

▪ Collect other indicators of student performance that speak to the “success” of AIG students. This may include: qualitative talent development evidence of gifted characteristics (checklists, surveys), number of internships or mentorships, college acceptance information, scholarship information, successful AP completion rates, student surveys, etc.

▪ Review data concerning underrepresented populations, especially looking to see if district identification demographics are matching the district population of student groups. We will also monitor the rate of students from underrepresented populations enrolling in honors and Advanced Placement courses at the high school level, with or without gifted identification

▪ Monitor achievement data of elementary and middle school gifted students, paying particular attention to students who are identified as highly gifted who are not served in LEAP. Use the data to inform instructional decisions for these students. Create and maintain advanced math pathways for middle school and high school

**\* 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.

We remain committed to increasing the inclusion of underrepresented populations in AIG. Our LEA response during the 2025-2028 plan cycle will include the following:

▪ Work within the total school community to provide a school roster of AIG students to 504 coordinators, program facilitators, principals, school counselors, ESL teachers, and classroom teachers who have AIG student clusters

▪ Review student performance data quarterly to ensure that scaffolds are in place to support growth for all learners

▪ Team with the Office of Student Services, Special Needs Advisory Council, Gifted Program Advisory Council and classroom teachers to address the needs of twice-exceptional students, including how to identify and serve these students, how to support parents, and how to train teachers on meeting their needs

▪ Monitor data of AIG identified students for in terms of high school graduation rates, enrollment in AP courses, applications to Governor's School, dual enrollment, NCVPS course enrollment and completion, and membership in AVID

- Monitor demographics of students identified for gifted programming, and use this data to inform shifts in future AIG plans, specifically looking at the academic success of various student groups as they move from elementary to middle and middle to high school
- Ensure AVID students are successful in AP and honors courses at the high school level and that they are in cohorts with similar peers in these courses. Work with the AVID coordinators and teams at each school to monitor their GPAs and to see how they perform on AP exams versus other peers not in AVID
- Analyze the enrollment of students from various student groups in arts and world languages AP courses to see if a push to increase access and enrollment to those courses for students who show talent and strength in those areas is a viable pathway

**\* 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.

AIG Licensure is required for GESs and teachers in the LEAP classrooms. Currently, Human Resources reports that there are 83 certified staff in CHCCS who have AIG licensure:

- 6 in Instructional Services
- 1 in Exceptional Children
- 32 elementary school teachers
- 29 middle school teachers
- 15 high school teachers

Our LEA response during the 2025-2028 plan cycle around using our AIG certified data will include the following:

- Utilize Human Resources to identify personnel who currently have AIG licensure. Collaborate with district leaders to encourage teachers to become licensed in AIG and/or participate in professional learning opportunities that support their work with gifted learners
- Explore new partnerships with universities that have online courses to allow for an AIG licensure add on
- Create a micro-credential at the local level that builds a cohort of interested teachers who will study together, learn best practices in gifted education, and then attempt the Praxis in Gifted Education in order to earn their AIG licensure. Our district will pay for their first attempt at the Praxis as an incentive for joining this cohort, along with earning several continuing education credits for completion of the course

**\* Practice G**

Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement.

We value the input from our families and community. The GPAC and school based Gifted Program Teams provide a structure for parents to receive and offer information about AIG services. Our LEA response during the 2025-2028 plan cycle will include the following:

- The Director of Advanced Learning and Student Leadership will conduct a stakeholder survey during year two of the plan cycle to evaluate perceptions and effectiveness. Participants include parents of AIG students, parents of non-identified students, students, teachers, and community members
- We will survey members of GPAC about the preferred format for targeting the work and expectations of the group. Options may include:
  - The return to a task group format where full membership meetings are alternated with small groups who are focusing on work around a particular plan goal
  - The reporting of news from schools and structured formats for school representatives to share questions and updates
  - Full membership meetings each quarter, scheduled at the start of the academic year
  - Other ideas as discussed and documented in GPAC agenda notes
- GPAC meetings will remain virtual in order to maximize attendance by reducing participant need for travel, work schedule demands, possible childcare and family needs
- Utilize input and feedback from GESs, school administrators, and other staff to gauge the effectiveness of shifts in the new plan. This can be done through monthly GES PLCs, district leadership meetings with school and district leaders, soliciting questions via the principal update newsletter, and feedback from classroom teachers via their GES

**\* Practice H**

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

As the Office of Assessment and Research moves closer to launching a data dashboard for the district, multiple sources of data will become increasingly accessible. This will assist the Office of Advanced Learning and Student Leadership in making informed, data-driven decisions to meet the needs of gifted and Emerging Talent students. Our LEA response during the 2025-2028 plan cycle will include the following:

- The district will develop and administer stakeholder surveys during the 2nd year of the plan. We will use this data to identify common themes to inform a full program review in anticipation of the next plan cycle
- We will use quantitative and qualitative data from universal screening, EOGs, and other district assessments to analyze the effectiveness of the instructional practices for all of our student groups in the AIG program
- We will use opportunities to present to Instructional Services Division members, senior district leadership, and principals as ways to share current AIG data for reflection and planning around district goals
- Communication concerning data is delivered during GPAC, school GPT, SIT, and presentations at school-based parent nights. This will be in a common form and layout from the Office of Advanced Learning and Student Leadership for school-based GESs and administrators to use
- We will partner with the Office of Assessment and Research to explore how Infinite Campus can be used to track, group, and disaggregate data on a variety of metrics for AIG students

**\* Practice I**

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.

Written policies for safeguarding AIG student rights are in place. Our LEA response during the 2025-2028 plan cycle will include the following:

- Universal opt-out policies are in place, and parents are informed via district communication and school-based communication that their student will be screened for possible gifted identification unless the parent requests to opt out of testing
- Families receive written communication around identification decisions and have the right to deny identification if they so choose; parents also have the right to decline a student's placement in LEAP
- Students who have been identified as gifted in other districts and who transfer to CHCCS will keep their gifted identification label. We will rescreen students when needed to determine appropriate levels of gifted identification

#### Procedures to Resolve Disagreements

The CHCCS plan establishes procedures for resolving disagreements aligned with Article 9B to include the following:

§ 115C-150.7 (b)(7) A procedure to resolve disagreements between parents or guardians and the local school administrative unit when a child is not identified as an academically or intellectually gifted student or concerning the appropriateness of services offered to the academically or intellectually gifted student.

If parents have a dispute with the gifted education services within the classroom, the following steps may be taken:

Meet with the classroom teacher and gifted education specialist to seek a resolution. A plan of action including proposed interventions at school and home, length of implementation period of the intervention plan and check-points for progress should be established.

If this meeting and intervention plan does not lead to resolution, parents should document their concern and perspective of the situation in a letter to the principal requesting a review of the intervention plan. The principal will determine the need for a meeting to revise the intervention plan.

If a resolution is not reached at the school site level, parents should contact Central Office personnel in the following succeeding order:

- Director of Advanced Learning and Student Leadership
- Superintendent/designee
- Board of Education

In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. (see below: § 115C-150.8. Review of Disagreements) Attorney's fees are not available to parents.

If parents have a dispute with the application of the district's gifted education program identification criteria, process or procedure as it applies to their child, parents may take the following steps:

Meet with the school gifted education specialist and/or the Gifted Program Team to seek further information and understanding.

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**\* Ideas for Strengthening the Standard**

- Work with the Office of Research and Assessment to create better practices for analyzing data and performance trends among gifted identified students on standardized assessments
- Monitor the effectiveness of our structures and communication channels around GPAC members and their school communities by asking for evidence of meetings with GES and/or school administration, written communications to school communities, etc.
- Continue to build out PD modules on gifted certification and adjust based on feedback from those who complete the course

**Planned Sources of Evidence**

* GPAC meeting agendas and Q and A documents	
* Copies of public facing documents detailing policies and procedures for gifted education	
* Standard practices and protocols for data review of AIG students	

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



**Chapel Hill-Carrboro City Schools (681) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

\* Approved by local Board of Education on:

05/15/2025 

AIG Related Documents

**Chapel Hill-Carrboro City Schools (681) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

Required Documents	
Type	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	<a href="#">Local Board of Education Approval Signatures</a>
Optional Documents	
Type	Document/Link
AIG Standard 1 Additional Resources	<a href="#">AIG Standard 1 Additional Resources</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

Chapel Hill-Carrboro City Schools (681) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition