

Cabarrus County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2016-2019

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Cabarrus County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

As LEAs continue to transform their AIG Programs to align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2016-2019. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2016-2019, Cabarrus County Schools local AIG plan is as follows:

Cabarrus County Schools Vision for local AIG program: Cabarrus County Schools AIG program is currently working to meet the needs of 18% of our total student population who have been identified as gifted learners.

In the next Cabarrus County Local AIG plan we will focus on meeting the needs of our gifted learners by utilizing the strengths and knowledge of a diverse team of school professionals, including highly trained teachers, school administrators, counselors, and school psychologists. These teams will focus on both the academic needs, and the social and emotional needs of the gifted learners in Cabarrus County Schools. Additionally, Cabarrus County students will have a variety of pathways in which to demonstrate gifted potential.

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

Sources of funding for local AIG program (as of 2016)

State Funding	Local Funding	Grant Funding	Other Funding
\$1614006.00	\$22996.44.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

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

District Response: Cabarrus County clearly articulates and disseminates clear, comprehensive, and equitable screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large. District data shows that a disproportionality exists between the total number of Black and Hispanic students enrolled in our schools, and the number identified as gifted. In order to address this the district has adopted a non-verbal aptitude screener for all students in 2nd grade.

Screening

- During the Spring of 2016 CCS Gifted Education Department implemented the Naglieri Non-Verbal aptitude test as a screener in all 2nd grade classrooms. Results of this screener will be disseminated to all stakeholders, and Student Reports will go home to families in the middle of the final quarter of school.
- Additionally, students are screened for gifted potential through the LIFT cultivating potential program in 1st and 2nd grades. The whole class lessons provide equal opportunity for ALL students to demonstrate high-level thinking in a variety of formats. Documentation of high ability thinking is gathered for review in student portfolios over the course of the 2-year program.

Referral/Nomination

- AIG nomination forms and processes are standardized for ALL schools within the district. Processes for nomination and testing for AIG identification are reviewed each year with AIG Chairs at all levels to ensure consistency.
- An AIG Program Team at each school oversees the AIG referral and nomination process. The AIG Program Team may be composed of classroom teacher representatives, a counselor, an administrator and an AIG teacher. The AIG teacher serves as chairperson of the team. This team meets to review student portfolios, nomination forms and any available performance data, using multiple criteria pathways for identification.

Identification

- The student and parent receive copies of all standardized district forms related to AIG services, and a letter that explains the data used in the placement decision. These forms are available in Spanish for our ELL families.
- These processes are described on our website, and common questions related to AIG nomination and identification are answered in our FAQ section.
- Nomination and identification processes are also disseminated to regular education teachers annually through our AIG Services Training module.

- If a student places into the AIG program, parents are invited to a meeting that overviews Cabarrus County gifted education services.

Practice B

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

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

Students in grades 3-8 can be identified for AIG SOAR Resource services and/or Middle School AIG identification through 3 unique pathways:
(see the CCS AIG Identification Criteria document)

The IG Pathway (Intellectually Gifted Pathway)

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

The Achievement Pathway (AI, AR, AM)

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

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

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

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

90% cumulative grade average OR teacher recommendation

The Aptitude Pathway (AI, AR, AM)

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

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

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

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

90% cumulative grade average OR teacher recommendation

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

- Performance can be represented through classroom grades OR a teacher recommendation.
- Students are given multiple opportunities to demonstrate achievement gifts through standardized assessments such as NC EOG scores, IOWA scores, or WIAT scores.
- Student aptitude can be identified using the CogAT in a variety of ways: Composite score, Verbal Subtest score, Quantitative Subtest score, and Partial Composite Subtest Scores for students with high Nonverbal scores. Additional aptitude tests such as the NNAT and OLSAT are available for use with students with particular needs.
- During the Spring of 2016 CCS Gifted Education Department implemented the Naglieri Non-Verbal aptitude test as a screener in all 2nd grade classrooms. The use of this non-traditional measure of aptitude will hopefully serve as a strong tool in finding students with gifted potential from typically under-represented populations of students.
- Additionally, students are screened for gifted potential through the LIFT program in 1st and 2nd grades. The whole class lessons provide equal opportunity for ALL students to demonstrate high-level thinking through a wide variety of thinking strategies and skills. Documentation of high ability thinking is gathered for review in portfolios over the course of the 2-year program.

At this time, formal AIG identification does not occur in grades 9 – 12. All students at this level take part in open enrollment and may select classes that are appropriately challenging and accelerated.

Practice C

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

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

Our district's 1st and 2nd grade LIFT program curriculum cultivates potential in young students who may demonstrate non-traditional signs of gifted thinking. The whole class LIFT lessons offer equal access of this curriculum to all students. The LIFT program is implemented equitably and consistently at all elementary schools in the district, allowing equitable access to students from all demographics.

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

- The NNAT as a screener of ALL students in 2nd grade, and as an alternative aptitude test in grades 3-5.
- CogAT partial composite scores which incorporate the Non-Verbal Subtest performance.

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

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

Practice D

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

District Response: Across Cabarrus County all schools use the same AIG nomination and identification process, and have equal access to all assessment materials. All screening, referral, and identification processes are reviewed annually by the AIG coordinator with AIG chairs at all levels. All forms and documents are standardized and located in a central digital handbook available to all AIG staff.

- The AIG-1 Nomination Form provides checklists for teachers to use in the screening process, and clearly identifies the pathways for AIG identification within our district.
- An AIG file is created for any student who goes through the AIG screening process. Student AIG files are standardized across the district. A generic "Model AIG File" is provided to new AIG teachers to provide guidance in the formatting and expectations for the AIG files.
- Annual audits of AIG files are conducted in all elementary schools by the AIG coordinator to ensure consistency and completion.
- Additionally, LIFT observations are completed annually at every school by the AIG coordinator to ensure program fidelity across schools. Results are recorded using a Google Form.
- The NNAT screener was implemented in every 2nd grade classroom in the district during the spring.

Practice E

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

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

Grades K-8

- The AIG-1 Nomination Form clearly demonstrates AIG identification data and decisions. This form is placed in the front of all student AIG files. A summary of this data and the AIG identification decision goes home to families in the form of the AIG-3: Notification of Results and Placement letter. A copy of this letter is also contained the the AIG file.
- Students are added to Powerschool with AIG identification using our AIG Powerschool form provided to individual school data managers.
- Parents of identified AIG students are invited annually to an informational parent meeting through the Invitation to Meet/Consent to Serve form.
- AIG chairs use a standardized Parent Meeting PowerPoint presentation to overview AIG services equitably at all schools. This presentation is made available to parents on the AIG teacher webpage as well.
- Student Differentiation Education Plans (DEPs) are developed and signed by AIG specialists, classroom teachers, and parents of AIG students annually.
- AIG students in SOAR resource services receive a progress report each semester that overviews the topics of study, the focus skills covered, and the student performance for each unit. Copies are contained in the AIG file which allows for communication between schools when files are transferred about the historical performance and experience of each AIG student.

High Schools

- Parents of identified AIG students are invited annually to an informational parent meeting.
- Schools use a standardized PowerPoint presentation to overview information related to choosing appropriate rigor for your AIG or advanced learner in high school.

- Student Differentiation Education Plans (DEPs) are developed during course selection conferences and signed by the counselors, students and parents of AIG students annually.

Ideas to Strengthen the Standard: Continue to develop high school testing and/or service policies for AIG students to disseminate to the public. Currently we do not test and identify new high school students as gifted. Students already identified from previous years receive related services such as the DEP development and related counseling services. High school students are able to self-select courses to meet the level of challenge they desire, but we are interested in developing a more focused or direct service for AIG identified students in High School. We are also supportive of cluster grouping AIG learners in AP and Honors courses, but find this strategy to be challenging with the complicated nature of scheduling at the high school level.

As communication and the stream-lining of AIG processes develops and improves further in the middle and high schools, an audit process for AIG files at the middle and high school levels needs to be added in the coming years. We plan to provide High School AIG Chairs with 2 days of substitute pay so they can work on AIG files and paperwork. Currently these chairs are not given time or compensation for these extra responsibilities.

In order to implement the county wide LIFT program in grades 1 and 2, we had to eliminate the identification and service of gifted learners in grade K-2. While these learners do get access to the AIG teacher through the LIFT lessons, as well as AIG collaboration with classroom teachers, there is no direct service provided for them. In order to increase student access to the AIG specialist, and minimize the amount of testing AIG specialists had to do, the K-2 identification process had to be eliminated. While we would like to be able to do it all, we would need more funds for staffing at the elementary school level in order to provide all of these services in a comprehensive plan.

Sources of Evidence: CCS AIG Identification Criteria document

AIG Student Files

AIG-1: Nomination Form

Teacher Recommendation Form

AIG-2: Consent for Evaluation

AIG-3: Notification of Test Results

AIG-4: Invitation to Meet and Consent to Serve

Spanish forms

Differentiated Education Plan (elementary, middle, and high school versions)

AIG Progress Report document

AIG Powerschool Form

Math Double Acceleration Criteria document

LIFT portfolios

NNAT district data

CCS Gifted Education Webpage and AIG teacher webpages

AIG Services Training Module

5/25/2017

AIG Services Parent Meeting Powerpoint (elementary and middle versions)
Choosing Rigor for your AIG or Advanced Learner in High School Powerpoint
Elementary AIG Handbook of Forms
Middle School and High School webpage forms

Google Sheet of LIFT observation data
AIG Student Files audit forms

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

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

Elementary Schools

- At the elementary level AIG Resource curriculum is focused on process skills and global competencies such as: research, communication, technology, critical thinking, and creative thinking that align with and extend the Common Core State Standards (CCSS).
- Extension and enrichment lessons and activities for the regular classroom are built in to the CCS UbD Curriculum Documents Stage 3.
- Cluster grouping of AIG identified students within the regular classroom is highly recommended for all Cabarrus County Schools.

Middle Schools

At the middle school level the E/LA and Math curricula are differentiated to meet the unique needs of AIG learners through acceleration and enrichment.

- The Advanced Math Placement (AMPS) course compacts the 6th, 7th, and 8th grade math curriculum, allowing students to participate in Math 1 in 8th grade for high school credit. A separate county curriculum guide has been developed for the AMPS course teachers.
- Exceptionally advanced math students have the chance to double-accelerate their Math courses, allowing them to take Math 1 in 7th grade and Math 2 in 8th grade.
- At the majority of middle schools in the district students have the option to take Earth and Environmental Science and/or World Language 1 for high school credit during the 8th grade year.
- The district is in the process of developing extension and enrichment lessons and strategies to be placed on the county's curriculum documents for each ELA unit of study. These will be utilized in the Advanced Language Placement (ALPS) course in grades 6-8.
- Cluster grouping of AIG identified students within the regular classroom is highly recommended for all Cabarrus County Schools.

High Schools

- At the high school level teachers follow the Honors Blueprint and AP Common Core and Essential Standards. Blended Learning opportunities are available at many schools through our Teacher

Reach program, and students wishing to accelerate beyond CCS-offered courses have the option to enroll in NCVPS and NCSSM courses.

- Students in grades 8-12 are able to request that they be considered to receive Credit by Demonstrated Mastery. This will require the student to demonstrate a deep understanding of content through the successful completion of a comprehensive assessment and an artifact portfolio. A school level team will review all of the evidence to determine if credit can be awarded.
- During the 2016-17 school year, all Honors course teachers will be required to complete an Honors Review summary that will outline the differentiation strategies and extensions used that qualify the course as "Honors". These summaries will be reviewed and audited by school administrators, as well as district level supervisors and coordinators. The information will be available to the public through each teacher's Honors Course webpage.

Practice B

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

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

Elementary Schools

- At the elementary level, gifted education curriculum is focused on process and global competency skills that align with the Common Core Standards:

Cabarrus County AIG resource services and curriculum in grades 3-5 provide enrichment that fosters the development of 21st century content and skills at advanced levels including the following goals

- Students will acquire the knowledge and skills to communicate effectively within and beyond the classroom.
- Students will acquire the knowledge and skills to gather, analyze, and apply information and ideas.
- Students will acquire the knowledge and skills to recognize and solve problems.
- Students will acquire the knowledge and skills to creatively evaluate, redefine, and generate divergent solutions and products.
- Students will acquire the knowledge and skills to make decisions and act as responsible members of society.

Services are provided through a pull-out, enrichment program called SOAR. AIG Identified students in grades 3-5 receive 2 hours/week of resource service with a licensed AIG teacher. Instruction is designed to accommodate a wide variety of learning styles, interests, and areas of ability by providing choice and integration of all content areas.

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

5/25/2017

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

Middle Schools

At the middle school level the E/LA and Math curricula are differentiated to meet the unique needs of AIG learners through acceleration and enrichment. Students are identified for these advanced level courses based on their area of gifted identification, as well as existing performance data. Any student identified as AIG is guaranteed service in the course(s) that match the student's area of gifted identification. Students that are not identified as AIG can still be considered for these advanced courses using performance guidelines developed by the middle schools.

- The Advanced Math Placement (AMPS) course compacts the 6th, 7th, and 8th grade math curriculum, allowing students to participate in Math 1 in 8th grade for high school credit.
- Exceptionally advanced math students have the chance to double-accelerate their Math courses, allowing them to take Math 1 in 7th grade and Math 2 in 8th grade.
- At the majority of middle schools in the district students have the option to take Earth and Environmental Science and/or World Language 1 for high school credit during the 8th grade year.
- The district is in the process of developing extension and enrichment lessons and strategies to be included on the county's curriculum documents for each ELA unit of study. These will be utilized in the Advanced Language Placement (ALPS) course in grades 6-8.
- Within the middle school advanced courses, cluster grouping of identified AIG students is highly encouraged.

High School

At the high school level teachers follow the Honors Blueprint and AP Common Core Standards and Essential Standards. AIG students are offered multiple opportunities for advanced curriculum through Honors and AP courses. Students in high school self-select courses. AIG students are advised annually in the development of their DEP with the school counselor to enroll in courses that will provide the needed rigor and challenge in their gifted academic areas.

District

Across Cabarrus County Schools, teachers of gifted learners are encouraged to acquire the CCS Gifted Local Endorsement. The curriculum of this year-long course, offered through the Gifted Education Department, exposes teachers to strategies and methods to address students' identified abilities, readiness, interests, and learning profiles to address a range of learning needs.

Cabarrus County Schools has an extensive plan for offering a variety of learning magnet programs to appeal to the unique interests and learning profiles of our students. Currently students can apply to the following program options within the district.

Elementary Schools

*International Bachelorette

*STEM

- *SPLASH language emersion (Mandarin Chinese and Spanish)
- *Year Round School

Middle Schools

- *International Bachelorette
- *STEM

High Schools

- *International Bachelorette
- *STEM
- *NAF Academies
- *Early College Liberal Arts
- *Early College of Technology

In the current district 5-year plan more opportunities for students with particular interests will be added to our magnet options. This could include:

- *Visual and Performing Arts magnet

Practice C

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

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

- *Primary Education Thinking Skills (PETS)
- *Junior Achievement Curriculum
- *LEGO Robotics curriculum and materials
- *Math Olympiad
- *Junior Great Books
- *William & Mary Units
- *Jacob's Ladder
- *Singapore Math
- *Project USTARS PLUS
- *Wordly Wise
- *Future Problem Solving
- *National Geography Bee
- *Odyssey of the Mind
- *Understanding by Design
- *Ed Zaccaro
- *Pieces of Learning

At the middle school level, the E/LA and Math curricula are differentiated to meet the unique needs of AIG learners through acceleration and enrichment. Students are served through Math and E/LA

classes specifically designed for AIG students and other advanced math and/or E/LA learners. Advanced E/LA content is delivered in the workshop model and utilizes resources related to this specific programming. Our advanced E/LA learners also have opportunities to participate in speech, reading, and writing contests through the Soil and Water contest, Battle of the Books, and the Young Author's Contest. Our math students also participate in some local and regional competitions that align with their need for advanced learning opportunities such as Math Olympiad, Math Fair, and Math 24. Students also have access to math digital learning tools to allow them to practice and accelerate in their math skills on their own time.

At the high school level teachers follow the Honors Blueprint and AP Common Core and Essential Standards. AIG students are offered multiple opportunities for advanced curriculum through Honors and AP courses. Courses through NCVPS and NCSSM are utilized to meet the needs of students who require acceleration and/or course opportunities not available within the school district. By Fall of 2016, all CCS high schools will evaluate the rigor within the honors level courses, including any supplemental resources being used within the courses to provide rigor and enrichment to advanced learners.

Practice D

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

District Response: Cabarrus County AIG resource services and curriculum in grades 3-5 provide enrichment that fosters the development of 21st century content and skills at advanced levels including the following goals

- Students will acquire the knowledge and skills to communicate effectively within and beyond the classroom.
- Students will acquire the knowledge and skills to gather, analyze, and apply information and ideas.
- Students will acquire the knowledge and skills to recognize and solve problems.
- Students will acquire the knowledge and skills to creatively evaluate, redefine, and generate divergent solutions and products.
- Students will acquire the knowledge and skills to make decisions and act as responsible members of society.
- AIG program accomplishments and stories are shared with the public through the CCS Public Relations department on the district webpage, as well as through local newspapers.

The AIG program in CCS uses a variety of 21st century content and resources to enrich instruction for students in grades K-12. Having access to these resources provides our students with the opportunity to experience challenge and problem solving at the highest level.

Some examples of these materials and/or programs include:

LEGO and VEX Robotics curriculum and competitions

Hour of Code

Junior Achievement Curriculum and Field Experience in JA Biztown

CANVAS/Google Classroom/Schoology for Blended Learning experience

Future Problem Solving

Odyssey of the Mind
Math Olympiad
Science Olympiad

Cabarrus County AIG students may have access to some of the many technologies utilized within our district. Access will vary by school.

- Smart Boards or Apple TV
- I-Labs, I-touches
- Computer labs
- Skype
- Smart Response devices
- 1-1 Technology

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

Other programs that are developing 21st century skills include NC Future Problem-Solving, Time for Kids, Service Learning projects, teaching information and technology skills through the Big 6, and the National Geographic Geography Bee. All of these resources are available; however, access varies by school.

High schools are forming NAF Academies at their sites to allow students to focus on career skills and knowledge while still in high school. Students in some of these academies will have summer internship opportunities. Two Early College opportunities are available to CCS high school students, and STEM and IB programs continue to expand within the district K-12.

Practice E

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

District Response: Cabarrus County Schools utilizes the following on-going assessments in order to provide appropriate instruction for gifted learners and inform flexible grouping in the regular classroom setting:

1. All students in grades 2-12 are assessed quarterly through Discovery Education in reading and math to determine appropriate differentiated instruction and the make up of flexible groups within the regular classroom setting.
2. Ongoing observation and assessment throughout the LIFT early nurturing model informs both classroom teachers and AIG teachers of possible differentiation for students showing potential with particular thinking skills.
3. Students in grades K-5 will receive support, as needed, through the inclusion of the AIG Teacher in quarterly PLC meetings. The teacher will serve as a resource for materials that provide core plus

enrichment to students in need of additional challenge.

4. K-12 PLCs are expected to create and use common formative assessments in order to determine any enrichment, remediation, or differentiation needed for advanced level learners.

Practice F

Creates affective curricular and instructional practices which support the social and emotional needs of AIG students.

District Response: Gifted Learners possess unique learning needs due to their asynchronous development. Frequently their intellectual ability is advanced beyond their emotional and social development. The gaps between the two must be acknowledged in order to better serve gifted students in the classroom, and support their needs at home.

We currently have two trained Social Emotional Needs of the Gifted (SENG) Facilitators. These teachers host sessions for K-12 parent groups throughout the school year.

The annual AIG parent night meeting at our middle schools focuses on some of the social and emotional needs of gifted students. Counselors are invited to collaborate with AIG Chairs for this presentation. We plan to add this topic to the Elementary School annual parent meeting presentation, and work with county psychologists to develop a county-wide opportunity for parents of high school AIG students to learn more about strategies to use at home with their gifted teens.

Our Gifted Local Endorsement course (GLEE) includes a unit of study on the social and emotional needs of gifted students. Teachers complete readings in A Parent's Guide to Gifted Children from Great Potential Press and complete activities to help them understand the diverse needs of their gifted students.

Elementary counselors are partnering with AIG teachers to do a book study around The Survival Guide for Gifted Kids by Judy Galbraith. Often this is completed during a "Gifted Like Me" unit utilized by AIG Resource teachers to help their students understand what it means to be gifted, and how to best advocate for themselves. Counselors will use observations from these book discussions to determine candidates for targeted small group or individual counseling that may be needed by the AIG students at each school. Resources to support these small groups are available on the Counselor Resources tab on the CCS Gifted Education Webpage.

Middle and High School counselors have access to The Gifted Teen Survival Guide by Judy Galbraith and Jim Delisle at each school. Some use this resource to plan and target small group counseling sessions for gifted learners. Over the coming years we plan to develop some consistent small group sessions that could be used by counselors at every middle or high school to provide strategies and skills for dealing with some of their social and/or emotional struggles.

In the Fall of 2016 a team of K-12 school psychologists will partner with the CCS gifted education department to develop a Facebook page for AIG parents. The primary focus of this page will be providing parents support and resources for addressing the social and emotional needs of their gifted child(ren). Additionally, we will implement 2 face-to-face seminars about parenting a gifted child in the Fall. Many growth mindset philosophies and practices will be incorporated in the seminar.

Practice G

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

District Response: The CCS cultivating potential model called LIFT (Learning Interventions For Talented) targets the potential in all students in 1st and 2nd grades. Our gifted teachers provide whole class enrichment activities to students in grades 1 and 2 for a minimum of 15 out of 36 school weeks. Primary Education Thinking Skills curriculum and activities (Piece of Learning) are the foundation of these thinking skills lessons. Through this program we expect to be able to meet the needs of more students, including those that would be identified as gifted at this age.

Students will be observed for gifted behaviors during their time in LIFT by both the regular classroom teacher and the AIG teacher using the PETS behavior checklist forms. During the 2 years of LIFT, classroom teachers and AIG specialists will work together to develop portfolios for students who demonstrate strong potential in a variety of thinking skills. Portfolios include work samples, observation checklists, narrative data, and assessment data. Additionally, the Naglieri Non-Verbal Aptitude Test will be used as a universal screener in the Spring of 2nd grade, to assist in identifying students with gifted potential.

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

Kindergarten students showing gifted potential will have access to the AIG teacher during second semester via classroom observation and the provision of enrichment activities to the classroom teacher. At this time AIG staffing and scheduling limitations do not allow us to provide year-long direct services to this age group.

Practice H

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

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

1. Each identified AIG student in grades 3-5 receives resource services from a licensed AIG teacher that addresses his or her unique gifts and talents as specified in the resource DEP.
2. All students in 1st and 2nd grade receive cultivating potential (core +) enrichment in the regular

classroom. AIG teachers partner with classroom teachers, and any other instructional staff, to provide opportunities for students to demonstrate gifted thinking skills during these LIFT lessons. LIFT lessons are also a great opportunity for student observation to take place from a variety of viewpoints.

3. In order to design appropriate curriculum that utilizes high quality resources, the AIG teachers, Middle school AIG Chairs, and High School AIG Chairs and AIG Counselor liaisons collaborate with regular education teachers, as well as other support staff, as time and schedules permit. We would like to collaborate more regularly, but due to limited staffing at all levels, it is difficult to schedule regular meetings with all PLC teams.

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

5. County-wide advanced-level PLC groups for middle school teachers meet quarterly to share best practices for differentiating within our ALPS and AMPS advanced courses. Teachers work on vertical alignment and share differentiation strategies with other teachers from their content area.

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

Practice I

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions.

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

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

At the high school level the AIG counselor liaisons collaborate with each AIG identified student and his/her family to develop the DEP each year. At this level the DEP is more of a scheduling form that follows an advisement session in which AIG students are encouraged to maintain an appropriate level of academic rigor and challenge in their course selection. Parents receive a copy and a copy remains in each AIG student's file for communication and reference within the school system.

Ideas to Strengthen the Standard: The Gifted Education Department has been exploring the option

of offering an AIG "elective" at the middle school level. This would provide more direct services to our middle school AIG students, and allow instructors time to address some of the unique learning profiles, and social and emotional needs of gifted children. A direct service option would also allow us to assign certified gifted specialists to work with the AIG students in middle schools. At this time, teachers at the middle school level are not required to have gifted certification to work with advanced learners. A team has traveled to Pitt County to observe their middle school elective programming and learn more about the curriculum. At this time, our district does not have the personnel funding to provide the teachers for these courses at each middle school. Scheduling is also a barrier to offering an elective for AIG students.

As the curriculum in our middle school AMPS and ALPS classes becomes more intentional through PLC development, the gifted education department would like to purchase more research-based curriculum supplements for the teachers of these courses.

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

Sources of Evidence: Continuum of Elementary AIG Services document

LIFT instructional materials

LIFT scope and sequence

LIFT student portfolios

3-5 AIG curriculum

PETS books

K-12 DEP documents

Gifted Local Endorsement Course brochures and CANVAS courses

Cabarrus County GLEE website

SENG website

Counselor Resources for AIG webpage

CCS CDM website

Honors Course teacher webpages

Honors Course Review rubric

CCS Curriculum Documents

Middle and High School Advanced Course Progressions

Middle School Advanced Courses Brochure

Math Double Acceleration Criteria document and placement

6th-8th AMPS curriculum

AIG Parent Night PowerPoints

CCS 5 year Magnet Plan

CCS NAF Academies Webpage

Standard 3: Personnel and Professional Development

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

Practice A

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

District Response: Cabarrus County Schools currently has a full time AIG-licensed educator serving as the lead coordinator for gifted education. 100% of the job responsibilities are related to gifted education services. Responsibilities of the AIG Coordinator include:

- Facilitate and monitor AIG chairs and personnel for elementary, middle and high school levels.
- Interview and hire new licensed AIG teachers.
- Manage state and local AIG funding.
- Coordinate and monitor district AIG testing and placement.
- Monitor AIG student files and paperwork and AIG teacher schedules.
- Collaborate with other district leaders and administrators to ensure the needs of gifted learners are considered in district and school planning.
- Facilitate professional development opportunities related to gifted education for district teachers, including the Gifted Local Endorsement course for educators.
- Facilitate support opportunities for parents of AIG students, including responding to parent inquiries at the school and district level related to AIG services and programming.
- Develop, monitor and evaluate effective AIG programming for elementary, middle and high schools.
- Oversee the development and implementation of the local AIG plan, as well as the Department Improvement plan for the district.
- Facilitate and monitor state initiatives including Credit by Demonstrated Mastery, Honors Course Review and AIG Headcount audits.
- Monitor and analyze school and district data related to AIG student performance.
- Collaborate with regional AIG coordinators through attendance at quarterly regional meetings.

Practice B

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

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

As of the 2016-17 school year Cabarrus County funds 20 full time elementary AIG teachers. Elementary AIG specialists have AIG licensure and they serve AIG students through pull-out resource services and push-in nurturing potential lessons. AIG specialists support Professional Learning Communities as needed and offer specialized staff development within the district about supporting the academic and social/emotional needs of gifted learners.

Within the Elementary AIG PLC teachers have the opportunity for leadership in developing various aspects of the CCS AIG program. The following committees play a large role in driving district AIG programming:

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

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

Middle School advanced course teachers may or may not have AIG add-on licensure, as it is not a requirement of our district at this time. Teachers serve AIG students through advanced courses in language arts and/or math. These teachers usually teach regular education classes in addition to their advanced level classes.

High school AIG students are served through honors and AP classes. The teachers for these classes may or may not have AIG licensure, as it is not a requirement of our district at this time. AP teachers do have specialized training for AP.

The teachers that serve as the AIG chairs at the middle and high school levels are also not typically AIG licensed. They manage the AIG student files, paperwork, and testing and try to support teachers with differentiation and awareness regarding AIG learners, in addition to their regular duties and responsibilities.

Practice C

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

District Response: In Cabarrus County Schools elementary AIG teachers are required to obtain the AIG add-on licensure within 2 years of hire as an AIG Resource teacher.

Cabarrus County Schools, in compliance with the North Carolina Academically or Intellectually Gifted State Standards, offers local training to classroom teachers working with gifted students. This training, the Gifted Local Endorsement for Educators (GLEE), is not comparable to AIG state licensure and is non-transferrable to other school districts. The GLEE program is facilitated by

licensed gifted educators, and promotes basic understanding of the characteristics and social-emotional needs of gifted students, as well as the implementation of differentiated content and instructional strategies for advanced learners. This 8-month long course allows teachers to earn 3.0 CEU hours of renewal credit.

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

*Elementary GLEE is in year 3 of implementation.

*Middle school GLEE is in year 2 of implementation.

*High School will begin its first year of GLEE implementation the 2016-17 school year.

*As of the 2015-16 school year, CCS has 135 teachers and/or administrators with the Gifted Local Endorsement.

*Lists of educators with the Local Endorsement, and more information about the course can be found on the CCS GLEE website.

During the 2015-16 school year a Professional Development module called "Profiles of Gifted Learners" was implemented across the county by the gifted education department. This PD was given to all K-12 administrators, K-12 counselors, K-12 Psychologists, Elementary and Middle school GLEE cohort teachers, and AP teachers attending a summer institute. The goal for this PD is to raise awareness of the vast diversity of gifted learners in our schools, and the unique social and emotional needs that many of them may have. This training supports and demonstrates the need for a multi-dimensional support system for gifted learners in our schools.

Elementary AIG Teachers offer PD for classroom teachers annually during Cabarrus County's capped Professional Development days. The topics will vary in focus and topic, and may include some of the following examples:

*K-2 and/or 3-5 Differentiated Reading Strategies for Advanced Learners

*3-5 Differentiated Math Strategies for Advanced Learners

*Social/Emotional Needs of Gifted Learners and/or Growth Mindset

*Jacob's Ladder (William and Mary) Reading Strategies

*Project U-STARS resources and methods

*Socratic Seminar

Practice D

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

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

or AP courses.

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

Practice E

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

District Response: The Gifted Education Department uses professional development funds to provide as many opportunities as possible for K-12 teachers of gifted students to continue their learning. The Gifted Education Department will bring in presenters and PD opportunities for teachers within the district when it is meaningful and aligned with district initiatives. District funds are also used when available to send educators to the following professional development sessions:

Socratic Seminar
NCAGT Conference
NAGC Conference
College of William and Mary Institutes
SENG training
Technology Conferences (ECU, State)
NCCAT
Robotics/Coding

Within the district the following AIG-focused Professional Development is taught by our licensed AIG teachers. PD offerings will vary based on school calendar and personnel from year to year.

- *Gifted Local Endorsement Course for Educators (GLEE)
- *K-2 and 3-5 Differentiation Strategies for Math and Reading
- *The Whole Gifted Child (SENG based)
- *Jacobs Ladder strategies
- *Project USTARS resources
- *Socratic Seminar strategies

The implementation of the Gifted Local Endorsement for Educators in grades K-12 provides a platform to overview topics such as:

- *characteristics of gifted learners
- *current district and state policies related to AIG students and how we identify them
- *methods and models of differentiation for gifted learners
- *strategies for working with a variety of social and emotional issues of gifted learners

Practice F

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

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

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

During the 2015-16 school year Middle School Advanced Course PLCs were developed for teachers across the county to meet quarterly to share best practices and new strategies to use with gifted learners in our ALPS and AMPS courses. The teachers that attend from each school are expected to go back to their grade level PLCs and share the information learned at these district level PLCs. Resources and lesson plans are shared through Google Drive or OneNote with all PLC members.

During the 2015-16 school year, High School AIG teacher representatives were recruited, and met with the AIG coordinator twice, to develop a vision for AIG in the high schools in the future. This new High School AIG PLC group will continue to meet in coming years 2-3 times per year, to continue to build an AIG support network within in all high schools, and to share best practices for working with gifted learners.

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

AIG teachers and chairs attend grade level PLCs as needed to support and collaborate with classroom teachers in planning and implementing strategies for gifted learners. AIG teachers are limited in the amount of time they can work with other PLCs however, due to limited AIG staff and restricted schedules.

Ideas to Strengthen the Standard: The Gifted Education Department has been exploring the option of offering an AIG "elective" at the middle school level. This would provide more direct services to our middle school AIG students, and would ensure that the middle school students are receiving services directly from an AIG-licensed educator for part of their school day.

As more teachers at the High School level begin to participate in the Gifted Local Endorsement course in coming years of implementation, our hope is that there will be a greater interest and demand for professional development related to working with gifted students in high school. The CCS Gifted Department will explore opportunities for more gifted-themed PD sessions for high school

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teachers to be added to district staff development days.

Sources of Evidence: Professional Development Sessions in CARE and in district PD-offerings brochures.

Gifted Local Endorsement course brochure, curriculum resources, CANVAS courses, and list of teachers on webpage.

"Profiles of Gifted Learners" PD module materials and PowerPoint

List of AIG licensed teachers

Elementary, Middle and High School AIG PLC meeting agendas and calendars.

AIG Chair Responsibilities Documents

AIG Professional Development Budget expenditures

SPARK sharing Google Drive Folder

Shared middle school and high school AIG PLC digital drives

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

District Response: Cabarrus County schools strives for delivery of AIG programs and services that accommodate the academic, intellectual, social, and emotional needs of gifted learners across all grade levels and settings. We are using a multi-dimensional support model to address these diverse needs for our gifted learners.

Elementary School

*Students identified as AIG in grades 3-5 will receive 2 hours per week of AIG pull-out resources service through our SOAR program. The SOAR curriculum is focused on process and global competency skills: research, communication, technology, critical thinking, and creative thinking that align with the Common Core Standards. Instruction is designed to accommodate a wide variety of learning styles, interests, and areas of ability by providing choice and integration of all content areas.

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

*Our 1/2 LIFT nurturing potential program provides opportunities for ALL students to be exposed to a variety of high level thinking skills, and demonstrate thinking potential in a non-traditional format.

*AIG specialists partner with school counselors to implement a book study for gifted learners within resource classes, or through small groups. A Survival Guide for Gifted Kids by Judy Galbraith is used to prompt discussion and reflection around what it means to be gifted, and to assist in identifying gifted students who may be struggling with a related social and/or emotional issue. Counselors can then intervene with individual counseling or group counseling sessions around particular needs.

* During the 2016-17 school year elementary AIG teachers will research and pilot the use of learning style and multiple intelligence inventories with our AIG students as part of their learning profile, and documentation for the AIG student files. The goal would be to use this information to assist in developing instructional strategies that are a good match for our gifted learners, and to share this information with classroom teachers and parents to help them in meeting the unique learning needs of their gifted students.

Middle School

*Advanced course programming is available at all of our middle schools for advanced learners and gifted students. This includes the following: Advanced Math Placement Services (AMPS), Advanced Language Placement Service (ALPS), and in 8th Grade students may be eligible to take Math 1, World Language 1, and/or Earth and Environmental Science for high school credit.

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

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- *Cluster grouping of all AIG identified students within middle school classes is encouraged.
- *Annual AIG parent meetings are conducted by the 2 AIG chairs at each middle school, in collaboration with the guidance counselors, at the start of each school year. These meetings overview the Differentiation Education Plan and course offerings for gifted students at the middle school level, as well as educate parents about some of the social and emotional issues their child may experience with being a gifted learner.

High School

- *High School Counselors, AIG students and their parents will participate in the development of annual DEP during the course advisement and scheduling sessions.
- *Annual Parent/Student Meeting titled: "Choosing Appropriate Rigor for High School for Gifted and Advanced Learners" is offered to all AIG students and families at each individual high school.
- *Implement Middle to High School transition procedures (e.g. Middle School AIG chairs provide information about rising 9th grade AIG students to HS counselors and/or AIG Chairs)
- *During the 2016-17 school year, the gifted education department will work with school psychologists to develop a parent training that focuses on the principles of growth mindset and developing self-efficacy and resiliency in order to increase the success and esteem of our gifted learners in high school.

District Wide

- *Continue to offer SENG Discussion Groups for parents with AIG children at all levels.
- *Enroll teachers from every school in the district in the Gifted Local Endorsement Course for Educators (GLEE) which will overview best teaching strategies for gifted learners, as well as expose participants to the wide variety of social and emotional issues that may face gifted students in their classrooms.
- *At the beginning of each school year or semester, AIG chairs at every school in the district will share a list of identified AIG students with any teacher/educator that works with gifted students in the building. Our goal is to raise awareness, even among support/encore staff, about who the gifted students are in their classes. This will allow educators in a wide variety of roles to respond and differentiate accordingly for our gifted students.

Practice B

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

District Response: At all levels, Cabarrus County Schools strives to provide multi-dimensional support for our gifted learners. This includes academic opportunities, as well as social and emotional support through our school counselors and psychologists, the guidance of our AIG specialists and locally-endorsed teachers at each school, and creative programming support by school administration.

Elementary School

- * Cabarrus County Elementary Schools' AIG SOAR Resource units support the CCS AIG Curriculum Goals and Objectives, and extend and enrich common core standards. Because our 3-5 SOAR

program is a pull-out resource class that integrates many cross-curricular topics, as well as higher level thinking and problem solving skills, the program is beneficial to students gifted in math, reading, and/or IG. The implementation of this AIG Curriculum in Cabarrus County allows us to target global competencies, problem and project based learning, and career readiness for our district's AIG students.

*Elementary AIG teacher allotments are calculated to allow for all AIG identified students in all elementary schools in the district to receive 2 hours per week of SOAR service, and all 1st and 2nd grade classrooms to receive the minimum number of LIFT classes during a school year.

*Enrichment and acceleration opportunities are available in the regular classroom curriculum for our gifted learners through a wide variety of differentiation strategies including math and reading workshop. Strategic and flexible grouping are used to meet the variety of needs of our gifted students. Students also have the opportunity through our district's digital learning tools, such as ALEKS and Dreambox, to accelerate beyond grade level objectives in their academic area(s) of strength.

Middle School

*Advanced courses for gifted learners are offered at all of our middle schools. This includes the following: Advanced Math Placement Services (AMPS), Advanced Language Placement Service (ALPS), and in 8th Grade students may be eligible to take Math 1, World Language 1, and/or Earth and Environmental Science for high school credit. While all middle schools offer ALPS, AMPS and 8th Grade Earth and Environmental science, not all middle schools can afford to fund 8th grade World Language 1 courses at this time.

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

*Rising 6th grade students who are highly gifted in math can qualify for our Math Double Acceleration program that allows the student to take Math 1 in 7th grade and Math 2 in 8th grade. This pathway has now been implemented district-wide, so that students from all elementary schools have this opportunity no matter what middle school they attend.

*Students have the opportunity through our district's digital learning tools, such as ALEKS and Dreambox, to accelerate beyond grade level objectives in their academic area(s) of strength.

High School

*Gifted students in all CCS high schools have a variety of opportunities to enroll in AP and Honors level courses.

*High School Counselors, AIG students and their parents participate in the development of the annual DEP. All high school students can self-select courses in high school, so this DEP discussion provides the opportunity for counselors to advise gifted students to enroll in courses that will continue to provide rigor and challenge in their area(s) of AIG identification.

*Annual Parent/Student Meeting titled: "Choosing Appropriate Rigor for High School for Gifted and Advanced Learners" is offered to all AIG students and families to assist in this self-selection process.

Practice C

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

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

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

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

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

Practice D

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

District Response: •Each school year an annual overview of the AIG Services and Identification Process is provided to teachers and administrators through a staff meeting or a shared PowerPoint.

•AIG forms are created to address the services available to identified gifted students at all levels. All documents are available digitally in the AIG Teacher Handbook on the Gifted Education webpage. Classroom teachers and AIG specialists collaborate to develop the Differentiation Education Plan for each AIG identified student annually.

•Information is provided to teachers, school administrators, and support staff through the county Gifted Education web page including the following:

- o AIG Plan and Program Details
- o FAQ section
- o Symbaloo for educators looking for support or information for working with gifted students
- o Resources page for guidance counselors and school psychologists working with various social and emotional needs of gifted learners.

•Support staff receives a link to password protected AIG student rosters and identification areas to spread awareness of who the gifted students are, and allow for appropriate differentiation opportunities to take place across all academic areas.

•AIG Program Teams uphold the regulations related to gifted education during the AIG nomination and identification process, and oversee that gifted students are placed in appropriate differentiated services.

- AIG teachers provide system-wide professional development annually (SENG, differentiation strategies, etc)

- Within school level PLCs, AIG specialists provide materials and support for differentiation: Project USTARS resources, Jacob's Ladder, Interactive Notebooks, Math Rules, 3 Act Math, Marcy Cook, Socratic Seminar etc.....

- Middle school Advanced Course PLCs are held quarterly for collaboration and sharing of best practices for working with gifted learners at this level.

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

Practice E

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

District Response: The Gifted Education Department has developed a data base for each of our schools that contains the lists of AIG identified students within that school, and the students' areas of identification. This database is password protected for security, and is shared with educators within the school that interact with AIG students on a regular basis: classroom teachers, administrators, counselors, psychologists, and special area teachers. Knowing WHO the gifted learners are supports appropriate differentiation taking place for each student.

Elementary

- o AIG specialists meet with 1st and 2nd grade teachers about the portfolio development process for our LIFT program at the start of each school year. These portfolios follow students up to the 3rd grade nomination and identification period, and are reviewed by the AIG Program Team at each school. When students transfer within county, LIFT portfolios are transferred to the AIG specialist at the new school.
- o Review of the nomination and placement information takes place each year at the AIG PLC meetings to ensure consistency in the district.
- o 5th Grade AIG files are transferred to corresponding middle school AIG chairs at the annual county wide file exchange held the last week of school. Elementary AIG teachers provide middle school chairs a list of identified AIG students and the recommended matching services the student should receive at the middle school.

Middle

- o 8th Grade AIG files are transferred to corresponding high school AIG chairs at the annual county wide file exchange held the last week of school. Middle School AIG teachers provide high school chairs a list of identified AIG students and the students' areas of identification.
- o Review of the nomination and placement information takes place each year at the AIG PLC meetings to ensure consistency in the district
- o During 1st semester, middle school AIG chairs audit their student files to ensure they have a file for

each of their AIG identified students. We use a Google Sheet to compile a list of files that AIG chairs are missing, or files they have that need to be transferred to another school. At the mid-year middle school AIG PLC meeting teachers bring the files for exchange. This allows us to maintain security, as well as get the files to their proper place.

High

- o During 1st semester, high school AIG chairs audit their student files to ensure they have a file for each of their AIG identified students. We use a Google Sheet to compile a list of files that AIG chairs are missing, or files they have that need to be transferred to another school. At the mid-year high school AIG PLC meeting teachers bring the files for exchange. This allows us to maintain security, as well as get the files to their proper place.

- *High School counselors develop a new AIG DEP with rising 9th grade AIG students during their scheduling conferences to ensure appropriate rigor and challenge is provided to gifted learners.

Transfer Process

- o For AIG students who transfer within county, files are sent directly to the AIG chair at the new school.

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

Practice F

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

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

School Counselors

- o During the 2015-16 school year all counselors (K-12) were trained through the Gifted Education department on the various profiles of gifted children. The purpose was to raise awareness about how diverse gifted students are, and therefore how different their needs are.

- o Elementary counselors are partnering with AIG teachers to do a book study around The Survival Guide for Gifted Kids by Judy Galbraith. Counselors will use observations from these meetings with students to determine candidates for targeted small group counseling or individual counseling that may be needed by the AIG students at each school.

- o Middle and High School counselors have access to The Gifted Teen Survival Guide by Judy Galbraith and Jim Delisle at each school. Some use this resource to plan and target small group counseling sessions for gifted learners. Over the coming years we plan to develop some consistent small group sessions that could be used by counselors at every middle or high school

- o One counselor from each High School serves as the AIG Liaison – these counselors receive notifications related to AIG policies and opportunities, and assist AIG Teacher Representatives with AIG file management and programming support.

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- o All high school counselors take part in the development of each high school AIG student's Differentiation Education Plan through their annual scheduling meetings.
- o Counseling Resources for working with AIG learners is available on the district Gifted Education webpage. Counselors can submit new resources to be added to the webpage as new ones become available. Resources are listed by the social/emotional topic they address.

School Psychologists

- o During the 2015-16 school year all school psychologists (K-12) were trained through the Gifted Education department on the various profiles of gifted children. The purpose was to raise awareness about how diverse gifted students are, and therefore how different their needs are.
- o Middle and High School psychologists have access to The Gifted Teen Survival Guide by Judy Galbraith and Jim Delisle at each school. Some psychologists use this resource to plan and target small group counseling sessions for gifted learners.
- o A school psychologist/AIG partnership committee has been developed, and will begin to work on some training modules for parents within the county related to having a gifted child, and effective parenting strategies for these unique learners. The goal would be for these sessions to be offered annually, district-wide, to any interested parents of gifted learners. This committee will also work to develop a Facebook page for parents of gifted children that will provide parenting tips and resources related to the social and emotional needs of gifted children.

SENG

- o Cabarrus County currently has 2 SENG Trained teachers in the county who conduct PD for teachers on county professional development days, as well as conduct small group parent sessions throughout the school year. Our long-term goal will be to fund more teachers to obtain this training as interest and funding allow.

Practice G

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

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

- Cabarrus County Schools participates in 2 CDM windows (Fall and Spring). Middle and High school counselors are trained to counsel students and families about making the decision to apply for CDM credit, and serve as liaisons to the Gifted Education Department as needed during the Phase 1 and 2 process.
- Students highly gifted in math have the opportunity to qualify for our Math Double Acceleration pathway in middle school. A clear set of criteria has been implemented, and students are tested and identified at the end of 5th grade to participate in this accelerated pathway. These students take our 7th grade Advanced Math Placement course in 6th grade, Math 1 in 7th grade, and Math 2 in 8th grade. A recommended acceleration math continuum is provided to these families for long term planning all the way through high school.
- Strategic use of digital learning tools such as ALEKS, CANVAS, Blended Learning, and virtual

school courses provide opportunities for students to accelerate and compact curriculum.

- 8th grade students have the opportunity to take a compacted year of science including Earth and Environmental Science for high school credit. At some schools, World Language 1 for high school credit is offered to 8th grade students.
- For students being considered for grade acceleration, schools can utilize information from the IOWA Acceleration Scale to determine the best academic placement, and follow one of the following procedures for grade acceleration:

1. The school administrator can make an administrative decision to accelerate a student based on all available data and when the acceleration is in the best interest of the student.
2. School personnel can assess the student being considered for acceleration and utilize the following district acceleration criteria:

Students considered for grade acceleration must have ALL of the following:

- 99%ile composite score on standardized aptitude test
- 99%ile composite score on standardized achievement tests in both reading and math
- Work sample portfolio which demonstrates mastery in reading, language arts, and math
- Demonstrates social and emotional maturity as shown on a formal scale of early social development: IOWA Acceleration Guide recommended.
- Independent learner in school environment
- Strong student interest and motivation
- Regular Classroom Teacher recommendation
- AIG Program Teacher recommendation
- AIG Program Team recommendation
- Parent Support

Practice H

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

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

Our district's 1st and 2nd grade LIFT program curriculum cultivates potential in young students who may demonstrate non-traditional signs of gifted thinking. The whole class LIFT lessons offer equal access of this curriculum to all students. The LIFT program is implemented equitably and consistently at all elementary schools in the district, allowing equitable access to students from all demographics.

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

- The NNAT as a screener of ALL students in 2nd grade, and as an alternative aptitude test in grades 3-5.
- CogAT partial composite scores which incorporate the Non-Verbal Subtest performance.

Results of these alternative types of aptitude are shared with ELL, EC and classroom teachers when appropriate, allowing a collaboration with the AIG teacher and other teachers to meet the unique learning needs of these non-verbal thinkers.

Our IG Pathway for AIG Identification allows students with a composite score of 98%ile or higher on any aptitude test to be identified for services without any additional criteria. Twice exceptional students can be identified as gifted in just one academic area through the use of verbal or quantitative subtest scores on the Cognitive Aptitude Test. At the elementary level, gifted education curriculum is focused on process and global competency skills: research, communication, technology, critical thinking, and creative thinking. Instruction is designed to accommodate a wide variety of learning styles, interests, and areas of ability by providing choice and integration of all content areas.

AIG teachers develop an Individual Differentiation Education Plan (IDEP) for students that may have need of an alternative learning environment in the AIG program. For example, a twice exceptional student may require a one-on-one setting with the AIG teacher, or opt for less pull out service time when it becomes a burden on his or her regular academic program. These decisions are made in collaboration with the AIG teacher, classroom teacher, parents, and any other support teachers that may work with the student.

Practice I

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

District Response: These opportunities vary greatly by school, and can be impacted year to year by budget and personnel.

On the Gifted Education webpage a link to list of a wide variety of summer enrichment opportunities for Gifted Learners is available to the public. AIG teachers at elementary schools share out information regarding camps and enrichment opportunities with parents of AIG students through email or other newsletter formats, and send home Duke TIP application information each year to AIG families.

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

- LEGO and VEX Robotics Programs/Clubs
- Interest Clubs (wide variety)
- Service learning opportunities
- Academic competitions (Young Authors, Math 24, Math and Science Olympiads, Quiz Bowls, Spelling Bee, Geography Bee, Odyssey of the Mind, Problem Solvers)
- Field trips

- School-wide enrichment opportunities (Science Day, Hour of Code, Music, Art and Theater opportunities)
- Camp Invent

Practice J

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

District Response: Cabarrus County Schools makes use of intentional grouping to meet the needs of gifted learners in the following ways:

- In the primary LIFT intervention program, teachers target small groups to work with throughout the year. These groups are flexible and fluid based on the students who demonstrated high ability in a particular thinking skill.
- Workshop and Guided Reading instructional models used in all of our elementary and middle schools are built on flexible small group instruction. Data from quarterly benchmark assessments and common formative assessments are used to create the groups and meet the needs of each student at their level.
- Cluster grouping of AIG identified students and other advanced students is recommended at all schools and grade levels.
- Data analysis in K-12 grade level or content PLCs in all CCS schools drives decisions about enrichment grouping for advanced learners to promote growth of all students. PLC teams utilize Discovery Education benchmark data and common formative assessment data to plan for effective instructional strategies for students that have demonstrated mastery at key points.

Ideas to Strengthen the Standard: The Gifted Education Department has been exploring the option of offering an AIG "elective" at the middle school level. This would provide more direct services to our middle school AIG students, and allow instructors time to address some of the unique learning profiles, and social and emotional needs of gifted children. A direct service option would also allow us to assign certified gifted specialists to work with the AIG students in middle schools. At this time, teachers at the middle school level are not required to have gifted certification to work with advanced learners. A team has traveled to Pitt County to observe their middle school elective programming and learn more about the curriculum. At this time, our district does not have the personnel funding to provide the teachers for these courses at each middle school. Scheduling is also a barrier to offering an elective for AIG students.

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

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The AIG programming and services are very limited at the high school level at this time. The AIG coordinator would like to meet with AIG student groups at each high school in the coming years to hear what their needs are, and what a student vision of AIG programming at the high school level would look like.

Cabarrus County would like to explore the addition and development of summer enrichment camps for advanced and AIG learners. The success of this goal is contingent on budget allotments and the availability of AIG personnel to facilitate and teach the camps.

Sources of Evidence: AIG Identification Pathways document

AIG-1: Nomination Form

Teacher Recommendation Form

Consent for Evaluation

AIG-3: Notification of Test Results

AIG-4: Invitation to Meet and Consent to Serve

Spanish forms

Differentiated Education Plan (elem, middle, and high versions)

County Guidelines for Grade Acceleration

LIFT portfolios

AIG Headcount lists in Google Sheets

NNAT district data

AIG Ethnicity 3-year Trend Data

CCS AIG Department Improvement Plan

Gifted Education Webpage

AIG Services Training Modules

AIG Services Parent Meeting Powerpoint (elementary and middle versions)

Choosing Rigor for your AIG or Advanced Learner in High School Powerpoint

Elementary AIG Handbook of Forms

Middle School webpage forms

CDM webpage and schedule

SENG Webpage

AIG Counselor/Psychologist Resources webpage

File Transition Lists: signed by AIG chairs at both levels

File audit forms

AIG File Database for Middle School and High school File transition periods

Books: The Gifted Teen Survival Guide by July Galbraith and Jiim Delisle and The Survival Guide for Gifted Kids by July Galbraith.

Standard 5: Partnerships

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

Practice A

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

- ☐ academic and intellectual
- ☐ social and emotional.

District Response: While Cabarrus County schools relies on partnerships with parents, families, and the community to meet the needs of gifted learners, we still have more progress to make in this area. We have several new initiatives in the beginning stages that we hope will build even stronger partnerships in the future.

- Parents receive annual summaries of evaluations, notification of placement, and collaborate with the AIG teacher and or HS counselor to develop the Differentiation Education Plan for their child
- Annual AIG parent group meetings take place at the elementary and middle school levels to inform parents about the unique needs of a gifted child, and the opportunities available to the child at each school site/level. The AIG Department is currently collaborating with a team of school psychologists to develop and implement brand new seminars for parents of gifted children, particularly at the high school level, for the Fall of 2016.
- Additionally, the AIG/School Psychologist team is working to develop a district Facebook page for parents of AIG students that will be available in the Fall of 2016. This page will focus on the social and emotional needs of gifted learners by providing parents with reading material and guidance for parenting a gifted child.
- Parents are surveyed annually regarding the services being provided to their gifted child(ren) in the district. Open ended response questions provide an opportunity to give suggestions for improvement or support programming that is working.
- CCS partners with NCVPS and North Carolina School of Science and Math to provide accelerated programming options for middle and high school students.
- The district AIG Webpage provides the community with information about the CCS AIG program, information about summer enrichment opportunities, upcoming events, and a variety of Symbaloos for parents, students, and teachers. Additionally, a quarterly newsletter titled "What's New in CCS Gifted Education" informs stakeholders of events, successes, and resources related to our district's AIG program.
- CCS AIG partners with SENG (Supporting Emotional Needs of the Gifted) to offer discussion groups for parent of gifted children.
- The CCS AIG program partners and supports our community through a variety of opportunities and experiences such as: "Make A Difference" service learning projects, job shadowing for HS students as part of the HS AIG DEP, career day speakers and other community expert guest speakers, participation in Junior Achievement of the Carolinas curriculum and a field trip to JA Biztown in Charlotte.

Practice B

Shares with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

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

- The district AIG Webpage provides the community with information about the CCS AIG program and policies, access to the most recent Local AIG Plan, information about summer enrichment opportunities, upcoming events, and a variety of Symbaloos with resources and links for parents, students, and teachers.
- Individual elementary AIG Teacher webpages contain uniform information regarding CCS AIG programming and policies, and links to district information.
- Parents receive annual summaries of evaluations, notification of placement, and collaborate with the AIG teacher and or HS counselor to develop the Differentiation Education Plan for their child.
- Annual AIG parent group meetings take place at the elementary and middle school levels to inform parents about the unique needs of a gifted child, and the opportunities available to the child at each school site/level. Families are notified of information available on the CCS Gifted Website at these meetings, as well as opportunities for support within the district through SENG parent groups and upcoming parent seminars.
- AIG program accomplishments and stories are shared with the public through the CCS Public Relations department on the district webpage, as well as through local newspapers.

Practice C

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

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

- *AIG Coordinator
- *Elementary AIG Teachers

- *Middle School AIG Chairs
- *High School AIG Chairs
- *K-12 administrators
- *Curriculum and Instruction Department directors and administrators
- *High School AP teachers
- *K-12 Counselors
- *K-12 School Psychologists
- *SENG parent groups
- *AIG students (K-12), parents (3-8), and classroom teachers (1-5) via district AIG surveys.

The AIG chairs at each level facilitated the creation of survey questions for AIG students, parents and classroom teachers. Chairs worked with schools administration to provide these surveys to the related stakeholders, and played a key role in analyzing the survey data and feedback.

The AIG coordinator and AIG chairs have partnered with school psychologists and counselors at each school to develop and implement student and parent supports for the social and emotional needs of gifted learners that were outlined in the local AIG plan.

Curriculum and Instruction Department directors and the AIG coordinator continue to monitor the success of local AIG plan goals through the AIG Department Improvement Plan developed and presented annually both within the department and with local school board members.

Practice D

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

District Response: Our LEA utilizes standardized forms regarding AIG placement and services at all levels. Many of the placement forms have been translated to Spanish versions. As the need arises, additional forms and information will continue to be translated into Spanish and/or other needed languages. Our first goal will be to translate programming information and identification pathway information to Spanish versions to place on the AIG website.

The district AIG Webpage, as well as individual teacher webpages, provide the community with information about the CCS AIG program, information about summer enrichment opportunities, upcoming events, and a variety of Symbaloo for parents, students, and teachers.

At this time, none of the information on the county or teacher webpages has been translated to Spanish or any other language.

Practice E

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

District Response: While CCS Gifted Programming recognizes the enormous value of partnering with local colleges and universities, as well as local businesses, this is an area our program is currently weak in. The following list identifies some of the current partnerships utilized within our district for gifted learners, but our goal would be to expand these opportunities and broaden our partnerships.

- CCS partners with NCVPS and North Carolina School of Science and Math to provide accelerated programming options for middle and high school students.
- CCS AIG partners with SENG (Supporting Emotional Needs of the Gifted) to offer discussion groups for parents of gifted children.
- The CCS AIG program partners with and supports our community through a variety of opportunities and experiences such as: "Make A Difference" service learning projects, job shadowing for HS students as part of the HS AIG DEP, career day speakers and other community expert guest speakers, participation in Junior Achievement of the Carolinas curriculum and a field trip to JA Biztown in Charlotte.
- Professors from near-by UNC-Charlotte serve as guest speakers for Professional Development sessions within the district.
- Teachers seeking AIG Add-on Certification enroll in the gifted certification program at UNCC as well as other North Carolina universities.

Ideas to Strengthen the Standard: Continue to develop more partnerships with the UNCC gifted education program to provide targeted training and professional development related to gifted education for teachers, parents and students. Look for opportunities to utilize students in their AIG certification programs to work with gifted students within our district during the school year, or for summer camp opportunities.

Develop student advisory groups at each high school to meet with the AIG Coordinator to discuss visions and needs for the AIG program at this level.

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

Work to translate more local AIG programming information to Spanish versions that can be posted on the district AIG website.

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Sources of Evidence: CCS Gifted Education webpage
AIG teacher webpages
Honors Course webpages

AIG annual parent meeting PPT presentation templates
School curriculum night calendar dates
AIG Program Brochure

AIG Testing and Placement forms in digital handbook for AIG teachers and chairs- many forms available in in both Spanish and English

AIG Facebook page for parents of gifted children
SENG Website
K12 Insight surveys and survey data

Standard 6: Program Accountability

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

Practice A

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

District Response: At the present time, Cabarrus County has a written AIG Program Plan (2016-2019) that describes the local AIG program in accordance with state legislation and policy, which has been approved by the LEA's school board and sent to SBE/NCDPI for review and comment.

Practice B

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

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

AIG teacher allotments are adequate in order to maintain elementary school-based program requirements including 3-5 AIG resource services and LIFT lessons conducted in all 1st and 2nd grade classrooms. Elementary AIG teacher schedules are collected and reviewed annually to ensure programming equality at each school.

Observations of classroom LIFT lessons are done at each school site to ensure fidelity of implementation of the nurturing program at all elementary schools. Observation data is collected through a Google Form, and is made available to district leaders as evidence. In addition, the AIG Coordinator visits schools regularly and examines filed documents for accuracy, completeness and consistency.

The AIG plan is formally reviewed and revised every three years

. Parent and student surveys will be conducted annually to provide additional stakeholder input and determine the success of the implementation of the AIG Plan objectives. Regular PLC meetings for Elementary, Middle, and High School AIG chairs occur throughout the year in order to update and train AIG staff on policies and procedures related to our AIG plan implementation.

Beginning in the fall of 2016, a team of district administrators will begin the Honors Level Course Portfolio Review to ensure that honors level courses are designed with rigor and relevance. A standard rubric to evaluate course content will be used to assess each Honors Course. This review will be important to determine if the honors curriculum meets the academic needs of our AIG students enrolled in high school honors level courses.

Practice C

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

District Response: The AIG Coordinator reviewed the procedures and practices with the district's Chief Financial Officer and determined that the LEA is complying with all NC requirements.

Practice D

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

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

Guidance counselors will be involved with AIG students who are at risk of dropping out. Annual drop-out data will be shared with all AIG teachers, school counselors, and school administrators beginning with the 2016-17 school year.

The AIG coordinator will report AIG performance data and drop-out data to the AIG Leadership Team at least once annually and will share all data with school administrators beginning with the 2016-17 school year.

Practice E

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

District Response: According to the 2015-16 CCS AIG student ethnicity data, the AIG programs in Elementary, Middle and High Schools do not show equity in the identification and retention of under-represented populations.

Currently our ethnicity data is updated and reviewed annually, and drives AIG program reflection and planning. During the 2015-16 school year we took our first step to respond to the underrepresented populations by implementing the Naglieri nonverbal aptitude test as a screener in all 2nd grade classrooms in the district.

We will continue to monitor data on the representation and performance of these under-represented groups in the future to determine the impact of our LIFT programming and the NNAT implementation.

Practice F

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

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

At this time middle and high school teachers of advanced courses are not required to have AIG certification.

Teachers are highly encouraged to acquire the CCS Gifted Local Endorsement. Teachers who acquire this endorsement are listed on the Gifted Education webpage.

Practice G

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

District Response: This is an area we are improving on in Cabarrus County. This year our Gifted Education Department created and released stakeholder surveys using K12 Insight. The following surveys were utilized:

- *3-5 AIG Resource Student Survey
- *3-5 AIG Parent Survey
- *K-5 Classroom Teacher Survey
- *Middle School AIG Student Survey
- *Middle School AIG Parent Survey
- *High School AIG Student Survey

Overall we had good participation, particularly at the elementary school level, but we would like to see this improve in the future. We found the greatest struggle to be at the middle and high school levels for a couple of reasons. One, AIG students often do not "identify" with being gifted at these levels due to lack of direct service through AIG Resource classes. Secondly, it is more difficult to get the survey link out to all parents and students identified as AIG, when there are a variety of teachers working with the students throughout the day, and no direct contact to the AIG chairs within the school.

We did have some initial success this year with incorporating the student survey links into a CANVAS course platform. Since all students in our district have an account, we were able to auto-enroll them in an AIG survey course and invite them to take the survey. This worked very well, although CANVAS is still somewhat new to some students and teachers, so we hope as the level of comfort with using this program improves, we will have more students respond to the survey.

Also at the middle and high school level we have the challenge of how to contact the parents of children identified as AIG and make them aware of the AIG Parent Survey. Some schools had greater success in reaching out to this parent population than others. In the future, we will consider the option of giving out the survey link to parents during the annual AIG Parent meetings in the Fall, so we can reach a larger audience of parents, and make the survey request more personal.

Each year that our 1st and 2nd grade LIFT early intervention program has existed, we have asked for feedback from the 1st and 2nd grade classroom teachers regarding its effectiveness in identifying gifted potential. We use this data each year to drive changes and improvements in our LIFT programming. This year we added a feedback component for the K-5 AIG specialists that are teaching the LIFT curriculum, so we can hear their feedback regarding how to make the curriculum more user-friendly or have a higher impact in our many different types of elementary schools.

Practice H

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

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

- "Surveys of 3-5 AIG Resource Students, K-5 teachers, and 3-5 AIG Parents
- *Surveys of middle school AIG students and parents
- *Survey of high school AIG students
- *Performance Data from Accountability Department
- *Ethnic Diversity Data from Accountability Department
- *Subgroup meetings of High School AIG Chairs, Middle School AIG Chairs, Elementary AIG Chairs, K-12 Counselors, K-12 School Psychologists, K-12 School Administrators
- *SENG Parent Groups
- *Classroom teachers enrolled in the Gifted Local Endorsement Course
- *Cabarrus County District Leaders: Superintendent, Deputy Superintendent, Directors

Practice I

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

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

While this data is available to the public, we do not feel an urgent need to showcase this data on the Gifted Education webpage at this time. Rather, our focus will be to share data related to AIG enrollments in each school in the county, and the type of services we provide for gifted learners at every level. AIG Demographic data is reviewed and shared regularly with district and administrative

leaders, as well as AIG specialists, as we work to close the diversity gaps within the AIG program.

Results of DE Benchmark tests related to AIG performance, as well as feedback from the student, parent, and teacher AIG surveys, are shared throughout the year with AIG specialists at every school (K-12), as well as each school level administration. This allows for continuous reflection and goal-setting within school level PLCs for improving our services for our gifted learners.

Practice J

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

District Response: Despite the large size of our district, the Cabarrus County AIG Department has developed a very consistent and equitable method for safeguarding and informing AIG families of information related to gifted education.

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

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

Level 1. School Site Review

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

Level 2. Director of Academically/Intellectually Gifted Differentiation Program Review

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

Level 3. Assistant Superintendent for Curriculum and Instruction Review

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

Level 4. Superintendent Review

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

Level 5. Administrative Law Hearing

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

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

or

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

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

For the screening of an entire grade level, a letter is sent home weeks ahead giving families notice that the gifted education department will be administering the screening test and the time frame for the assessment. Information about opting a student out of the screening is offered in this letter.

All students that participated in a standardized test given by the AIG Department receive our AIG-3 form, which overviews the dates and scores of the tests given, as well as the identification decision. A copy is also placed in the AIG student files. Families of students who qualify for AIG Services receive our Consent to Serve form, which is also kept in the AIG student files. (all of these forms are available in Spanish)

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

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

Transfer Students - Inbound

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

- Student is placed in a regular classroom until screening and/or identification procedures have been completed.
- The guidance counselor, data manager, or school secretary informs the AIG chairperson an identified gifted student has enrolled, and records are requested from previous school. A phone call will be placed to the previous school to verify the prior placement and criteria used in making the

placement decision.

- Upon receipt of records, regular screening procedure is followed. The AIG Program Team is convened so all information can be reviewed. Then, the screening process proceeds until a decision is made. Mark transfer on the AIG-1.
- A student who transfers from within North Carolina and is in PowerSchool as AIG Resource will still need to go through nomination/screening procedures. If they do not meet the CCS criteria for AIG, exiting procedures will follow. A PowerSchool form will need to be completed to exit the student as "resource" from the system.

Transfer Students – Outbound

Where to send a file when a student in transferring away from your school.

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

Transfer Students- Military Families

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

- The AIG Program Team will review documentation of US military status (Certificate of Release or Discharge from Active Duty or other official documentation of military service).
- Review of Academically Gifted placement from previous school.
- AIG-1 is to be completed based on previous testing and services matched in AIG Reading and/or Math.
- Document on Form D to explain placement.

Ideas to Strengthen the Standard: Our district needs to develop procedures to audit middle and high school AIG files. This has been a challenge in the past, with limited AIG staff at each middle and high school site to manage the AIG student files. We are working to increase the AIG staff at the high schools, and the time teachers at both levels have to manage the files. Ideally we would like to have a full time AIG specialist at each middle and high school, but at this time personnel funding does not allow for this. The next step would be to have the AIG coordinator audit those files each year.

Examine data related to student performance and growth for AIG students who are identified as a members of an under-represented population.

Develop interim K12 Insight surveys that address specific aspects of the current AIG local plan to aid in the monitoring and implementation of plan goals.

5/25/2017

Sources of Evidence: CCS AIG Documents:

- *AIG-3: Notification of Result and Placement Letter
- *Consent for Evaluation
- *Consent to Serve
- *Middle School Review of Services Form

Cabarrus County School Gifted Education webpage

2016-19 CCS AIG Plan

AIG survey results for:

- *3-5 AIG Resource Student Survey
- *3-5 AIG Parent Survey
- *K-5 Classroom Teacher Survey
- *Middle School AIG Student Survey
- *Middle School AIG Parent Survey
- *High School AIG Student Survey
- *LIFT Surveys: Classroom Teachers and AIG Specialists

District assessment and benchmark data

AIG Budget Overview

District AIG Demographic data from PowerSchool

Elementary AIG file audit records

5/25/2017

Glossary (optional):

LIFT: Learning Interventions for Talented- 1st and 2nd cultivating potential program
SOAR: 3-5 AIG Resource service (Strategies, Opportunities, Activities and Resources for Gifted)
AMPS: Advanced Math Placement Service in middle school
ALPS: Advanced Language Arts Placement Service in middle school
GLEE: Gifted Local Endorsement for Educators course

Appendix (optional):

AIG 1a Teacher Observation Checklist.doc (*Appendix - Standard 1*)
AIG 2 Consent For Evaluation PDF.pdf (*Appendix - Standard 1*)
AIG 4 Invitation to Meeting.pdf (*Appendix - Standard 1*)
AIG 5-DEP.docx (*Appendix - Standard 1*)
AIG Grade 3-4 New Parent Orientation.pptx (*Appendix - Standard 1*)
AIG Identification Pathways 2016.docx (*Appendix - Standard 1*)
AIG Progress Report.pdf (*Appendix - Standard 1*)
ES AIG-1 2016.docx (*Appendix - Standard 1*)
FORM A PowerSchool.pdf (*Appendix - Standard 1*)
MS AIG 5 DEP 6-8.docx (*Appendix - Standard 1*)
Middle School AIG-1 Nom. Form.docx (*Appendix - Standard 1*)
New Classroom Teacher Overview PPT.ppt (1).pptx (*Appendix - Standard 1*)
MS 1a Double Acceleration Math Criteria.docx (*Appendix - Standard 1:2:4*)
AIG Diversity 3-years 1314_1415_1516.xlsx (*Appendix - Standard 1:2:4:6*)
2016 NNAT2 County Data.docx (*Appendix - Standard 1:4*)
AIG-3 Notification of Results and Placement Letter.docx (*Appendix - Standard 1:5:6*)
MS Advanced Course Brochure.docx (*Appendix - Standard 2*)
GLEE Brochure.docx (*Appendix - Standard 2:3:4*)
Scope and Sequence LIFT 2nd Grade.docx (*Appendix - Standard 2:3:4*)
CCS AIG SOAR Curriculum.docx (*Appendix - Standard 2:4*)
K2 Acceleration and Service Options.doc (*Appendix - Standard 2:4*)
2015-16 Spring AIG Headcount TOTAL.docx (*Appendix - Standard 2:4:6*)
Continuum of Elementary AIG Services.docx (*Appendix - Standard 2:6*)
1101 AIG Teacher Responsibilities (1).doc (*Appendix - Standard 3:6*)
MS AIG 1 Chair Responsibilities.pptx (*Appendix - Standard 3:6*)
MS AIG 6 Math Review of Services.docx (*Appendix - Standard 6*)