

Overview: Mission/Vision Statement and Funding

Charlotte-Mecklenburg Schools (600) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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

For 2022-2025, the Charlotte-Mecklenburg Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Charlotte-Mecklenburg Schools' Vision for Local AIG Plan: *The Charlotte-Mecklenburg Schools (CMS) 2025 AIG Plan* provides a comprehensive plan of action to meet the academic, intellectual, social, and emotional needs of gifted and advanced learners. The plan outlines goals, supports, and programs designed to nurture, identify, and effectively

serve gifted and advanced learners in an effort to maximize student potential. The three-year plan responds to the NC General Assembly Article 9B which requires each LEA to develop a local AIG plan with specific components.

The *CMS 2025 AIG Plan* is designed in support of the CMS Strategic Plan and district initiatives. Plan development occurred using data gathered from surveys, assessments, school and student performance indicators, collaborative planning groups, and the AIG Plan Advisory Group. Perspectives were gained from multiple stakeholders to ensure our district's diverse needs were considered and met. The *CMS 2025 AIG Plan's* overarching goals are as follows:

- Expand access to advanced learning experiences, programs, and courses for underrepresented students in grades K-12.
- Increase integrity in K-12 programming to consistently challenge and empower gifted and advanced learners.
- Provide all stakeholders with clear communication to increase awareness around AIG identification, services, and models through professional learning, ongoing support, and advocacy.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 7,779,221.00	* \$ 3,342,549.00	* \$ 700,000.00	* \$ 0.00

Standard 1: Student Identification

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Standard 1: Student Identification

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

*** Practice A**

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

Advanced Studies conducts a universal screening for all **second grade** students who are primarily educated within a general education setting. The screening utilizes multiple criteria to create a comprehensive learner profile. Each second grader is provided with three opportunities- two formal and one informal. The two formal assessment opportunities are the Cognitive Abilities Test (CogAT), a nationally-normed abilities test, and Measures of Academic Progress (MAP), a nationally-normed achievement test in Reading and Math. The informal opportunity is the Gifted Rating Scales (GRS), an observational checklist. Additionally, a portfolio opportunity is provided for students who do not identify as gifted in any capacity but have qualifying GRS, MAP scores, or CogAT scores. The portfolio consists of student work samples and opportunities that are provided to students to display gifted traits in a variety of formats to capture student output.

The gifted screening process for second grade students is communicated clearly and consistently in elementary schools. These efforts are led by the Talent Development (TD) Teacher at each school. Advanced Studies develops and disseminates letters to ensure communication is consistent throughout the district. The letters and forms are all provided in multiple languages. Clear deadlines are set and shared with elementary stakeholders for when communication must be shared with parents/guardians. Parents and guardians are notified of assessment dates, timelines, and next steps. All elementary schools are provided with access to practice activities prior to the second grade screening with the CogAT.

Each elementary school is required to host an informational session for second grade parents/guardians to explain the screening process with a presentation generated at the district level. TD Teachers lead this session. Interpreters are provided during informational sessions for multilingual families upon request. TD Teachers are also expected to lead informational sessions with all teachers and administrators at their school to increase awareness of the identification process.

Kindergarten and first grade students may be considered for gifted identification if assessment results are available as a result of the grade acceleration process, Horizons application process, or if the student is identified as gifted in a district or school outside of CMS.

Parents/guardians, students, counselors, teachers, and other stakeholders may refer students for testing for gifted identification in **grades 3-12**. Each school is required to have a TD Site-Based Committee, which is composed of an administrator, TD Teacher or Academic Facilitator (AF), classroom teacher, and other relevant staff members. All decisions for testing for gifted identification outside of the district-wide second grade screening process are made by TD Site-Based Committees. Advanced Studies has developed a document outlining the rationale for screening/rescreening to provide guidance to committees and they are encouraged to utilize both quantitative and qualitative data to make informed decisions. Students may be considered for rescreening through district testing after a period of at least 24 months has passed since their last screening opportunity in CMS.

Assessment windows are posted on both the district's website and on the Advanced Studies website annually. Windows are strictly adhered to in order to ensure consistency within the district. During screening windows and referral processes, district-approved letters are provided to communicate referral processes/timelines, assessment dates, next steps, and results. Parent/guardian permission is required for any student who is assessed outside of the district-wide second grade screening process. Gifted identification in any capacity also requires parent/guardian permission to ensure proper coding within our student information system, PowerSchool. Communication of identification screening procedures at the secondary level is managed by Academic Facilitators/AIG contacts to appropriate stakeholders.

*** Practice B**

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

An objective points-based rubric has been developed to determine gifted eligibility for students in CMS using multiple criteria that includes both formal and informal assessment opportunities. Formal opportunities include aptitude and achievement assessments, while informal opportunities include rating scales and portfolios. Students in CMS may identify as gifted in five different capacities-- Academically Intellectually Gifted (AI), Academically Gifted (AG), Intellectually Gifted (IG), Academically Gifted-Reading (AR), and Academically Gifted-Math (AM). The rubric creates consistency throughout the district.

Points are earned based on ranges of performance that correspond to stanines (9th stanine, 8th stanine, 7th stanine). Students begin earning points on the CMS Gifted Identification Rubric beginning in the 77th percentile. There are over 15 different pathways to identify as gifted in 5 different capacities- AI, IG, AG, AR, and AM.

KINDERGARTEN & FIRST GRADE: Parents/guardians, students, counselors, teachers, and other stakeholders may refer students to be screened for Horizons or whole-grade acceleration. For students in grades K-1, if the TD Site-Based Committee has enough qualitative and quantitative data to determine the child is consistently performing one to two grade levels above his/her current grade level the following two screenings may occur, with parent or guardian permission:

Whole-Grade Acceleration: The grade acceleration process supported through our department is driven by the Iowa Acceleration Scales (IAS). A student must score in the 90th percentile or higher in both reading and math in the most recent MAP or EOG administration in order to be considered for the grade acceleration process. In this process, active CogAT scores are used, or CogAT is administered if there are no active CogAT scores for the student. Additionally, Iowa Assessments (two grade levels ahead) are administered, and qualitative rating scales are completed by parents, teachers, and administrators. Scores are placed into points categories as identified by the IAS. Upon receiving the overall rating on the IAS, the TD Site-Based Committee will meet to determine if the child meets the criteria on the CMS Gifted Identification Rubric to qualify as gifted and if grade acceleration should occur. If a child identifies as gifted in any capacity, the TD Site-Based Committee will work to develop an Individual Differentiated Education Plan (IDEP) to best meet the academic, social, and emotional needs of the child. If a decision to grade accelerate occurs, a transition plan is developed.

Horizons Program: The CMS Horizons Program is a district-wide program designed for highly gifted students who are performing at a minimum of two-grade levels above their same-age peers in all content areas. Students are screened for the Horizons program using multiple criteria, including aptitude and achievement results.

If a kindergarten or first grade student is identified as gifted in any capacity in another school or district, gifted identification will remain the same in CMS. No further testing is required. An IDEP will be developed for gifted kindergartners and first graders and TD Teachers will work collaboratively with classroom teachers and parents to determine how to best meet social, emotional, and academic needs.

SECOND GRADE: All second grade students who are educated primarily in a CMS general education classroom are screened with the CogAT, MAP, and GRS. CogAT and MAP are administered in the fall. The GRS is completed by first grade teachers in the spring. Students who did not attend a CMS school in first grade will have the GRS completed by their second grade teacher after they have known them for at least 4 weeks. Gifted Rating Scales are nationally-normed observational checklists where teachers are asked to rate students compared to their same-aged peers in six domains- intellectual, academic, creativity, artistic talent, motivation, and leadership.

Since Advanced Studies does not manage the MAP assessment process and testing windows, we offer an IOWA administration to students who did not identify as AIG and do not have fall MAP scores. To qualify for the IOWA opportunity, a student must score in the 77th percentile or higher in the verbal battery, Quantitative battery, or the QN composite on CogAT.

The district utilizes the Cognitive Abilities Test (CogAT) as a formal measure to assess a student's ability to reason. The CogAT consists of three batteries-verbal, quantitative, and nonverbal, and is administered in the fall of a student's second grade year.

A student will be identified as Academically Intellectually Gifted (AI) if they accumulate a minimum of 12 points through a combination of...

- aptitude testing
- aptitude and achievement testing
- aptitude testing and GRS percentiles

Students who score in the 89th-95th percentile on the CogAT shall be identified as Intellectually Gifted (IG) if they do not identify as gifted in any capacity after achievement testing.

A student will be identified as Academically Gifted (AG) if they accumulate a minimum of 12 points through a combination of...

- achievement testing and GRS percentiles
- aptitude, achievement, and GRS percentiles

Students who meet the criteria for portfolio eligibility and earn the minimum number of points on the CMS Portfolio Scoring Matrix shall also be identified as AG.

Students who accumulate a minimum of 6 points will be identified as gifted in a single subject area--either Academically Gifted- Reading (AR) or Academically Gifted- Math (AM). Identification as AR is determined through verbal aptitude percentile scores combined with reading achievement scores, while identification as AM is determined through quantitative or quantitative/nonverbal (QN) aptitude percentile scores combined with math achievement percentile scores.

CMS students must not be identified as gifted in any capacity and meet one of the following criteria in order to be eligible to participate in the portfolio opportunity:

- Score in the 84th percentile or higher in 3 or more domains on Gifted Rating Scales with at least one occurring in Intellectual, Academic, or Creativity domains.
- Score in the 77th- 88th percentile on the overall age composite (VQN) through CogAT.
- Accumulate 6 or more points through MAP (achievement assessment).
- Score in the 77th percentile or higher on any battery (verbal, quantitative, nonverbal, or quantitative/nonverbal composite) of CogAT and have one or more of the following factors—English Learner, Exceptional Child, McKinney-Vento, high rate of absenteeism, multiple entry points within a 24 month period, or attends a Title 1 or Low Performing school.

CMS 2nd grade portfolios consist of student work samples and are scored by a team of trained TD Teachers and/or LI/TD Coordinators. The process is designed to capture gifted and advanced traits within student work samples. Students who earn the minimum number of points on the CMS Portfolio Scoring Matrix shall be identified as Academically Gifted (AG).

A winter screening window is provided for second-grade students who enroll after the fall administrations of CogAT and MAP (or Iowa). CogAT is administered and winter MAP scores are utilized. In the event that winter MAP scores

are not available, a student will be provided an Iowa opportunity if they score in the 77th percentile or higher in the verbal battery, Quantitative battery, or the QN composite on CogAT.

THIRD-TWELFTH GRADES: Parents/guardians, students, counselors, teachers, and other stakeholders may refer students for testing for gifted identification in grades 3-12. Each school is required to have a TD Site-Based Committee, which is composed of an administrator, TD Teacher or Academic Facilitator (AF)/AIG contact, classroom teacher, and other relevant staff members. All decisions for testing for gifted identification outside of the districtwide second grade screening process are made by TD Site-Based Committees. Students may be considered for rescreening by the district after a period of at least 24 months has passed. The CMS Gifted Identification Rubric is used to determine gifted eligibility.

Currently, third-twelfth grade screening relies solely on formal assessments- CogAT is paired with achievement scores (either fall MAP of the current school year, or EOGs or EOCs from the previous school year) to determine gifted eligibility. We will continue to pilot an informal opportunity outside of the initial 2nd grade screening.

The following descriptors are used for gifted identification labels in CMS:

- **Academically Intellectually Gifted (AI):** Student demonstrates high intellectual capacity and high academic performance.
- **Intellectually Gifted (IG):** Student demonstrates high intellectual capacity but has not yet demonstrated high academic performance.
- **Academically Gifted (AG):** Student exhibits high performance capability in reading and math and possesses a strong capacity for learning.
- **Academically Gifted- Math (AM):** Student demonstrates strength in the area of mathematics with substantially high levels of accomplishment.
- **Academically Gifted- Reading (AR):** Student demonstrates strength in the area of reading with substantially high levels of accomplishment.

Reciprocity for Gifted Identification outside of CMS:

- **Gifted Identification from another North Carolina (NC) Local Education Agency (LEA):** If testing results have led to a student being identified as gifted in any capacity (AI, AG, IG, AR, AM), gifted identification will remain the same in CMS with no further testing required. If the identification label does not transfer through PowerSchool, a parent or guardian signature will be required on a Talent Development Referral and Results Form to ensure proper coding.
- **Gifted Identification provided by a school district or LEA outside of NC:** If a student was identified as gifted in any capacity (AI, AG, IG, AR, AM) in a school district or LEA outside of North Carolina, gifted identification will remain the same in CMS with no further testing required. Documentation must be provided and may consist of an official score report, educational record, and/or official letter from school or district to show the student was identified as gifted. The TD Teacher or Academic Facilitator/AIG contact will complete the top portion of a Talent Development Referral and Results Form and obtain a parent or guardian's signature to ensure informed consent and proper coding in PowerSchool.



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* Practice C

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

The CMS screening process for gifted identification is robust, comprehensive, and designed to provide access for underrepresented populations. The identification process includes universal screening with the use of both formal and informal assessments, multiple pathways to identification, and students can identify as gifted in five different areas (AI, AG, IG, AM, and AR). The Talent Development (TD) Catalyst Model is inclusive and allows us to provide differentiated learning experiences to gifted and advanced learners. Consistent work and research are done to ensure that our identification process accurately captures students across the district with advanced learning needs.

Charlotte-Mecklenburg Schools is a diverse district. Currently, about 13% of the CMS student population is identified as AIG. The AIG student population includes all demographic groups. Consistent work is being done to increase access for underrepresented students. Expanding the ranges of performance on the 2019-2022 CMS Gifted Identification

Rubric increased access and opportunities for gifted identification. Students earn points on the rubric beginning in the 77th percentile, which encompasses all of the 7th stanine, indicating above-average aptitude or achievement. We have also expanded percentile ranks for Gifted Rating Scales equating to 84th percentile and above, which indicate “very high probability” and “high probability” gifted.

Outside factors that may impact a student's ability to perform on an aptitude assessment are considered and opportunities have been expanded by recognizing demonstrated areas of strength in individual batteries of the CogAT assessment. Students are eligible for a portfolio if they score in the 77th percentile or higher on any battery (verbal, quantitative, nonverbal, or quantitative/nonverbal composite) of a CMS-administered aptitude assessment and have one or more of the following factors—English Learner, Exceptional Child, McKinney-Vento, high rate of absenteeism, multiple entry points within a 24 month period, or attends a Title 1 or Low Performing school.

Our portfolio criteria have been adapted to strategically target underrepresented populations, including English Learners (EL) and Exceptional Children (EC). The portfolio opportunity allows students to demonstrate gifted and advanced traits through student work. This process continues to be refined and adapted to better capture student output and performance compared to their same-aged peers. Portfolio indicators, or “look-fors,” have been revised to be more culturally responsive. Layered, higher-level opportunities have been developed that align with a student's area of strength on CogAT (verbal, nonverbal, quantitative) and provide students with varied ways to demonstrate advanced traits through this strength-based approach. A bank of high-quality opportunities has been provided to TD Teachers that include suggestions for providing language supports to make tasks accessible for multilingual learners, clear expectations for use have been developed, and thorough training and scoring calibration occurs annually to ensure consistency and integrity with the process.

Training for gifted screenings and assessments integrates culturally responsive principles and TD Teachers are trained to recognize gifted traits across all cultures. Advanced Studies continually monitors and analyzes subgroup data and the impact of these intentional changes to gifted identification. To further increase access, an additional pathway to the portfolio has been developed. Beginning in 2022, students will now be able to participate in the portfolio opportunity with demonstrated high achievement.

Achievement data reviews are conducted annually for students who are not identified as gifted to ensure that we are not overlooking students who meet the criteria for gifted identification. Strong achievement scores may be paired with active CogAT scores for identification. CogAT scores are considered active for 24 months.

Advanced Studies has strong partnerships with the CMS Learning & Language Acquisition, Equity, and EC departments and will continue to deepen these collaborative partnerships. Consistent collaboration with these teams allows us to be responsive to student needs and accurately identify giftedness and provide tailored services to meet academic, social, and emotional needs.

The district has also developed a comprehensive screening process for Horizons, our full-day program for highly gifted students in grades K-8. The Horizons application and screening process utilizes multiple criteria. Horizons provides full-day instruction facilitated by AIG-licensed teachers and is designed to meet the needs of highly gifted students through accelerated learning opportunities.

*** Practice D**

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

A district-wide CMS Gifted Identification Rubric and other supporting documents including checklists, organizers, and clear guidelines, have been developed to create consistency with the district-wide identification procedures. Ongoing professional development ensures TD Teachers and Academic Facilitators/AIG contacts are consistently informed regarding screening, referral, and identification processes. Additional professional development regarding the screening, referral, and identification procedures for school-based administrators will be provided to increase awareness. There is an opportunity for greater consistency and communication to occur at the secondary level.

The district's TD Compliance Specialist consistently monitors identification procedures and practices across the district. Monitoring of district processes for screening, referral, and identification occurs through both paper and electronic school-based compliance folders, checklists to document completion of compliance items, and cumulative folder audits. Consistency in the management of the screening and referral processes has increased throughout all elementary schools as a result of district-level monitoring and reinforcement by the TD Site-Based Committees.

*** Practice E**

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

Advanced Studies works to be proactive in communicating identification, screening, and referral policies and processes to stakeholders. The Advanced Studies website houses current information about gifted identification to keep stakeholders and the community at large informed. An assessment calendar with screening windows are posted on the district's website each year and we consistently adhere to these windows. Additional communication tools, including FAQ documents and videos, will be created and made available on the website to increase clear communication and understanding of the identification procedures for the district.

Communication is generated through our department to maintain consistency. All communication documents, including letters and forms, are updated to reflect current practices in screening, referral, and identification. All forms and documents are translated into multiple languages, reflecting the diversity of our community.

Elementary TD Teachers and Middle School Academic Facilitators/AIG contacts receive ongoing professional development regarding the screening, referral, and identification processes and serve as the main points of contact at their respective schools. A session for school-based staff and for parents will be developed by the Advanced Studies department and shared by TD Teachers and Academic Facilitators/AIG contacts at the school level.

*** Practice F**

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

Advanced Studies has strong physical and electronic systems in place to document a student's AIG identification process and evidence which leads to an identification decision. We will continue maintaining physical student files with documentation from screening processes, including test scores and referral and results forms, as well as secured electronic files with documentation for screening processes. Secured electronic files include spreadsheet organizers with data and results for all students who are participating in the screening process, including those who are screened and/or referred, but not identified. The spreadsheet organizers for the identification process include built-in formatting to assist with consistency at all parts of the identification process and across the district. School audits are conducted a minimum of once a year to ensure schools are in compliance with expectations for maintaining accurate physical student files. Electronic files for all elementary schools are also consistently monitored throughout the year by the TD Compliance Specialist. A second notice is sent to a building-level administrator, if necessary.

Parents are provided with information about the identification process and their student's results after each part of the identification process. Consistency in communication is maintained across the district through the use of district-generated form letters for each part of the identification process. Individual student results and next steps are added to the form letters by TD Teachers and Academic Facilitators and provided to parents. Students and parents are encouraged to contact the TD Teacher and/or Academic Facilitator with additional questions about the process and/or results. All forms and documents are translated into multiple languages reflecting the diversity in our community. After the identification process is complete, a Differentiated Education Plan (DEP) meeting is held for parents of newly identified students.

*** Ideas for Strengthening the Standard**

- Include a third universal screening opportunity with the Measures of Academic Progress (MAP) assessment.
- Develop an additional pathway to the portfolio for 2nd grade students with demonstrated high achievement assessment results to broaden access to gifted identification.
- Increase awareness around identification and screening opportunities at the secondary level.
- Pilot informal assessment opportunities for gifted identification outside of the universal screening year.

Planned Sources of Evidence

- * electronic compliance folders for each school
- * identification process spreadsheet organizers for each school
- * Referral and Results Forms for AIG students
- * TD Performance Reviews for each AIG student
- * Cumulative file information including DEP, identification results, and Performance Review Documents

* Professional Development archives
* Attendance rosters from screening trainings (CogAT, GRS, portfolio)
* Resource guides and communication tools provided to all stakeholders
* audit reports
* District data and data analysis reports including demographic and assessment data for the district overall and for identified AIG students
* Survey and focus group feedback from all stakeholder groups

Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	 <u>2022-2025 CMS Gifted Identification Rubric</u>  <u>CMS Gifted Definitions 2022-2025</u>

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

CMS provides access to comprehensive services to meet the academic and intellectual needs of gifted learners, across all grade levels and environments. Grade band-specific programming and service options are outlined below:

Elementary (Kindergarten-5th grade): The academic and intellectual needs of gifted and advanced learners are met through the TD Catalyst Model. TD Teachers lead TD Catalyst Model implementation within elementary schools, provide expertise in how to best meet the needs of gifted and advanced learners within the school, and serve as an advocate for gifted education.

The Catalyst Model provides an inclusive framework for appropriately challenging gifted and advanced learners where collaboration is an essential component to the model's success. The district recognizes that gifted learners are gifted all the time and that gifted education is a shared partnership between TD Teachers and classroom teachers. The needs of gifted learners must be met all day, every day, not just during set times when the TD Teacher is providing instructional support within classrooms. Therefore, we aim to build capacity with instructional staff to ensure they are equipped with the knowledge, skills, and strategies to effectively differentiate for gifted and advanced learners.

The Catalyst Model is comprised of the following six components:

-Collaboration: Collaboration is referred to as the “heart” of the TD Catalyst Model. TD Teachers collaborate with a wide variety of personnel. TD Teachers collaborate with school leadership to...

- develop an overall mission and vision for the model to best support the school population and establish goals.

-cluster group students and build a cohesive schedule to support advanced learning and differentiation.

- identify materials, resources, and/or supports needed to accomplish goals that support vision and mission.

TD Teachers collaborate with teachers through planning sessions to provide guidance with curriculum, instruction, differentiation, and support for gifted and advanced learners. It is an expectation that time for collaborative planning is prioritized in their schedules. TD Teachers serve as the lead on the use of Advanced Studies-provided curriculum, resources, and instructional strategies that best support advanced instruction. Ideas, resources, and materials are consistently shared with classroom teachers. Finally, the TD Teacher regularly communicates and collaborates with other staff members, including EL and/or EC Teachers, facilitators, counselors, and special area teachers (media, art, etc...) This allows staff members to work in partnership to meet the needs of gifted learners and nurture their talents to maximize growth.

-Planning: It is an expectation that time is provided for TD Teachers and classroom teachers to meet and plan regularly. TD Teachers actively participate in planning sessions with teachers and/or facilitators and share strategies and resources that best meet the needs of gifted and advanced learners. Analysis of student data occurs to allow TD Teachers, classroom teachers, and/or facilitators opportunities to identify students who are in need of differentiation [beyond AIG identification]. Supplemental curriculum, units, and/or resources provided by the Advanced Studies department are shared by TD Teachers as they relate to current standards and content. TD Teacher shares and/or creates lessons, projects, and/or resources to best support current standards and content.

-Instruction: Gifted and advanced learners are served through co-teaching and inclusive practices. Pullout instruction is not a supported practice. TD Teachers and classroom teachers employ different co-teaching models to meet the needs of gifted and advanced learners within a classroom. Collaborative planning occurs between TD Teachers and classroom teachers prior to instructional experiences. Both TD Teachers and classroom teachers serve in active roles within co-taught lessons that appropriately challenge gifted and advanced learners.

TD Teachers may also work with small groups of students within classrooms to enrich, extend, and/or accelerate based on data. Instruction is connected and aligned to deepen and enrich current content and appropriately challenges gifted and advanced learners.

TD Teachers work in partnership with school leadership to build capacity with teachers. Advanced learning opportunities must be provided by classroom teachers, as well. It is an expectation that the academic and intellectual needs of gifted and advanced learners are adequately met by classroom teachers when TD Teachers are not present. Advanced curricular resources and strategies should also be used independently by classroom teachers.

-Professional Development: TD Teachers function in a supportive leadership role within elementary schools. Ongoing job-embedded professional development occurs through co-teaching, planning, and modeling. Additionally, TD Teachers develop and lead whole staff professional development and/or grade-level or targeted professional development to be responsive to the needs of teachers and students. Professional development focuses on instructional models or methods, curriculum, and/or social/emotional needs of gifted and advanced learners. TD Teacher coordinates, leads, and provides follow-up for vertical implementation of the Catalyst Model. These actions build capacity with classroom teachers and equip them with the skills needed to consistently challenge and engage gifted and advanced learners.

-Communication: TD Teachers provide communication to parents/guardians and staff members to inform them on gifted identification, programming, services, and other opportunities. TD Teachers are expected to be responsive to family needs and provide timely communication and high-quality support. Additionally, TD Teachers work closely with classroom teachers to collaboratively develop grade-level Differentiated Education Plans (DEPs) and Individual Differentiated Education Plans (IDEPs), if needed, as well as annual TD Performance Reviews. TD Teachers also share information about special programs, such as Spectrum of the Arts and Mathapalooza, and Advanced Studies opportunities, such as professional development and licensure, with classroom teachers and staff. Regular communication with administrators and classroom teachers about identification, testing, scheduling, and student performance, also occurs.

-Compliance: TD Teachers lead gifted screening and identification efforts within their building(s). They also manage Differentiated Education Plans (DEPs) and lead the TD Site-Based Committee within their school. They ensure all necessary paperwork and documentation is maintained at the school level and provided to Advanced Studies.

AIG programming & services at the K-1 level also include:

-YET University: YET University is a systematic and intentional approach to nurturing young learners throughout the school year. All first grade students will receive consistent access and exposure to critical and creative thinking through Primary Education Thinking Skills (P.E.T.S.) and lessons around growth mindset. TD Teachers work within first grade classrooms and in partnership with first grade teachers to provide these opportunities to students. Classroom teachers and TD Teachers monitor students' response to enrichment. This program is currently being piloted in CMS. We plan to collect data, refine the model, and scale up the pilot over a 3-year period, with the goal of YET University being a required component of advanced programming at the elementary level by 2024-2025.

- Access to advanced curricular resources provided by our department, including Jacob's Ladder, Project M2 Math, and Center for Gifted Education (CFGE) Language Arts units.

- Access to early entry to Kindergarten

- Opportunities for grade acceleration

AIG programming & services at the 2-5 level also include:

- Access to research-based gifted curricular materials and resources provided by our department including Jacob's Ladder, Center for Gifted Education Language Arts units, Vanderbilt English Language Arts units, Hands-On Equations, and Project M3 Math.

- Opportunities for grade acceleration

Learning Immersion/Talent Development (LI/TD) Magnet Schools (K-5th): At the elementary level, our district offers the Learning Immersion/ Talent Development (LI/TD) magnet theme at six schools. The LI/TD theme is designed to provide gifted and advanced students with an appropriately challenging learning environment focused on best practices for gifted education. The Learning Immersion (LI) program is designed to nurture gifted potential in students in grades K-5 to help them reach their greatest academic potential. The Talent Development (TD) program serves gifted students in third-fifth grade with rigorous instruction.

The mission of the LI/TD model is centered around 4Es- explore, empower, enrich, and engage.

- Explore all students' interests, gifts, and talents through LI/TD Enrichment Electives and learning experiences both inside and outside of the classroom.

- Empower all students through rigorous curriculum and higher level instruction based on best practices of gifted education.
- Enrich learning experiences for all students by infusing innovation, creativity, critical thinking, communication, and problem-solving.
- Engage all students with meaningful, authentic collaborative experiences that foster a love for learning and academic, social, and emotional growth.

L/I/TD schools foster critical and creative thinking through the use of Thinking Maps, a common visual language for learning. Additionally, students are immersed in shared inquiry through Junior Great Books and are consistently challenged and engaged through the use of advanced curricular resources and gifted strategies. Students at L/I/TD magnet schools typically matriculate to IB programs for middle school.

Horizons (K-8): The academic, intellectual, social, and emotional needs of highly gifted learners are met through the Horizons program. Horizons is available to highly gifted students within the district whose educational needs require extreme differentiation and accelerated learning opportunities. In Horizons, students experience accelerated coursework with their same-age peers and are typically taught 2-3 grade levels above.

Middle (6th-8th grade): Each middle school is supported by an Academic Facilitator (AF) or AIG contact, who receives ongoing, specialized professional development in best practices for gifted education and instructional resources for gifted and advanced learners. The AF/AIG contact and Secondary TD Specialist work collaboratively to train, coach, and consult with teachers to best serve gifted and advanced learners. Further development of service delivery will focus on more closely aligning TD practices with school data and student needs. AFs/AIG contacts and the Secondary TD Specialist will also partner with counselors and classroom teachers to ensure social and emotional needs are considered when working with middle school students.

- Collaboration: AFs/AIG contacts collaborate with subject area teachers to best support gifted and advanced learners within the classroom through differentiation and use of Advanced Studies-provided curriculum and instructional materials. Advanced Studies has started collaboration with teachers in middle schools across the district that have an AIG add-on license to provide opportunities to advocate for and mentor gifted and advanced learners within their schools. This collaboration will be extended to the secondary teachers who have been accepted to pursue their AIG License through the AIG Licensure Programs that our department supports.

-Instruction: All CMS middle schools provide opportunities for gifted and advanced learners to engage in honors-level courses. A variety of honors course offerings allow students to select advanced courses that align with their identification area, interests, and advanced learning needs. Gifted and advanced learners are provided with opportunities for single-subject acceleration in mathematics by taking high school-level math courses in middle school. The middle school math honors level courses are compacted to prepare students to take the high school math courses, such as Math 1 and Math 2, while they are in middle school.

- Professional Development: AFs/AIG contacts receive consistent professional development focused on curriculum, instructional practices, and the social/ emotional needs of gifted learners. AFs lead whole staff and/or targeted professional development within their schools to build teacher capacity to serve gifted and advanced students.

- Compliance: AFs/AIG contacts lead and manage the gifted identification process, Differentiated Education Plans (DEPs), and the TD Site-Based Committee within their school. They ensure all paperwork and documentation are maintained at the school level and provided to Advanced Studies.

-Communication: AFs/AIG contact maintain consistent communication with parents/guardians, teachers, administration, and other stakeholders to share opportunities, procedures, events, and updates.

High (9th-12th grade): CMS high school students receive differentiation through content area and advanced course offerings.

- Instruction: Advanced course offerings include honors courses, International Baccalaureate (IB), Advanced Placement (AP), Advanced Placement Capstone, Cambridge, and dual enrollment courses through local colleges and universities. High school students also have the opportunity to accelerate their learning through Credit By Demonstrated Master (CDM). CDM allows students to earn high school credit for a course by demonstrating mastery of the course material through a multi-phase assessment process instead of having to take the course. In addition, high school students have access to virtual course options that can be used for single subject acceleration. These options allow high school students multiple opportunities to personalize their high school path based on their identified strengths, interests, needs, and goals. The opportunities for personalization allow for optimal student growth and preparation for their plans and goals after high school.

- Collaboration: Advanced Studies supports collaboration between classroom teachers of AP and IB courses across the district to best support advanced and gifted students. IB and Cambridge teachers are provided with, at minimum, quarterly opportunities to come together for planning and collaboration with the other IB teachers of their content across the district. Advanced Studies supports an AP Lead Teacher for each AP course that receives consistent

professional development and provides content and pedagogy support for the AP teachers of that content area across the district. Advanced Studies will explore plans to intentionally collaborate with instructional leaders and AIG-licensed teachers in high schools across the district to provide opportunities to advocate for and mentor gifted and advanced students within their schools. This collaboration will be extended to secondary teachers who have been accepted to pursue their AIG License through the AIG Licensure Programs that our department supports.

- Professional Development: AP, IB, and Cambridge teachers are provided with training opportunities specific to teaching AP, IB, and Cambridge courses including AP Summer Institutes, AP One-day training, IB and Cambridge training in their content area. In addition, teachers of advanced courses in high school are provided opportunities to engage in professional development specific to best practices with gifted and advanced learners, along with opportunities that target working with underrepresented students.

Advancement Via Individual Determination (AVID) programming is provided as a support for students to prepare to engage in advanced coursework in some elementary, middle, and high schools. Participation ensures readiness for success in advanced course offerings.

Acceleration: Advanced Studies provides support and guidance to school with the early entry to kindergarten processes, grade acceleration processes, and single subject acceleration through opportunities like CDM and/or virtual learning.

Special Programs: Advanced Studies also leads and supports special programs for students, such as Spectrum of the Arts, a summer program for creatively talented students in grades 4-8, and Mathapalooza, a math enrichment event for district third graders. Other special programs that we support include Math Olympiads, National Chess Tournament, and North Carolina Governor's School.



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*** Practice B**

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

All CMS schools utilize a consistent curriculum to address social and emotional learning. Advanced Studies provides some professional development opportunities for parents, teachers, administrators, and other stakeholders regarding awareness of the social and emotional needs of gifted learners. We have purchased several high-quality instructional resources to support social and emotional learning for gifted learners, including "Affective Jacob's Ladder for Reading Comprehension" and "I'm Not Just Gifted." These resources have been provided to all elementary and middle schools. The Elementary TD team has created interactive digital lessons for "I'm Not Just Gifted" that can be utilized in a whole group or small group lesson format. Sessions on social-emotional learning are included in professional development sessions with TD Teachers at the elementary level and Academic Facilitators/AIG contacts at the middle school level.

Through partnerships with the counseling, EC, EL, and Title 1 departments, we will utilize existing collaborative team structures to share tools and resources that support the social and emotional development of AIG students with teachers and other staff. Specialists within Advanced Studies support schools with the implementation of strategies to meet the social and emotional needs of gifted students. Social and emotional needs and supports are included as a part of the DEP developed for gifted learners at each school. There is a social-emotional component to IDEPs, as well.

*** Practice C**

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

Advanced Studies is housed within the Academics division of CMS. The work of Advanced Studies spans all content areas K-12 and the team works collaboratively within and across departments. These departments include Magnet, Equity, Accountability, Learning and Language Acquisition, Exceptional Children, Literacy, and Math. We also work closely with each Learning Community within the district.

The district is in the process of developing a strong framework for Multi-Tiered Systems of Support that is inclusive of all students. Specific considerations for gifted learners and learners with demonstrated needs for enrichment will be included. Advanced Studies will work closely with multiple departments to create an infrastructure and implementation plan for all schools. This will ensure that appropriately challenging learning experiences will be provided to AIG students and those with demonstrated needs.

Advanced Studies uses state funding to directly support the goals, processes, and programming outlined in the AIG Plan. CMS provides additional local funding to Advanced Studies to support the goals of the AIG Plan and comprehensive programming and processes for gifted and advanced students that is in place across the district. CMS

Board Regulations include opportunities for grade and content acceleration that is supported by best practices outlined by the Advanced Studies. Regulations also support opportunities for students to engage in the Credit by Demonstrated Mastery (CDM) process and dual enrollment. CMS Board Policies specify that CMS students may earn recognition through a variety of honors programs that promote and recognize student achievement, including the NC Academic Scholars Program, National Honor Society, Governor's School, and CMS Academic Scholars Program. In addition, CMS Board Policies also specify that all schools provide students with access to advanced curricula. Gifted and advanced curricular resources are purchased and distributed to elementary and middle schools to support advanced instruction in all content areas. Additional resources have also been purchased and provided to support the social and emotional needs of gifted learners. All gifted and advanced curriculum resources provided by Advanced Studies are monitored through an inventory process to ensure all schools have access to the resources provided. DEPs outline which curricular resources are utilized to support learners within a school across multiple content areas.

An AIG-licensed educator (TD Teacher) is provided to each elementary school for a minimum of two days a week. Allotments are calculated by considering the number of AIG students and the overall size of the school. Several principals elect to trade positions to create full-time TD Teacher positions at schools. We plan to explore ways to provide increased supports to gifted and advanced learners at all levels. Stakeholder collaboration will occur to explore ways to provide additional opportunities, professional learning, and supports for gifted and advanced learners.

Opportunities for elementary and secondary teachers to obtain their AIG Add-On License are provided through partnerships with local universities. This is critical to success in advanced coursework at the middle and high school levels and will prepare students to engage with increasingly rigorous content.

Talent Development Specialists and our AIG & TD District Lead Teacher work closely with district Literacy and Math Specialists. Advanced literacy curricular resources have been aligned with the district's core curriculum and state English Language Arts standards. District Math Specialists regularly collaborate with Talent Development Specialists and our Lead Teacher to ensure the requirements of House Bill 986 are met and schools are supported with implementation. Gifted curricular resources have been aligned with the state math standards and CMS core math curriculum for grades 3-5 to support advanced math instruction and the mandates of the bill. Gifted curricular resources have also been aligned to support advanced math instruction for K-2 learners. Continued work with aligning gifted resources, curricula, and strategies will occur to ensure alignment with total instructional programming within schools.

Content Specialists provide professional development sessions for TD Teachers and Academic Facilitators/AIG contacts, while Talent Development Specialists and our Lead Teacher provide professional development sessions to specialized personnel within schools, including English Learner Teachers and Instructional Leaders. This has provided

internal stakeholders with increased awareness of curricular resources, strategies, and practices designed to meet the needs of gifted and advanced learners.

English Learner Specialists, Talent Development Specialists and our AIG & TD District Lead Teacher have a strong partnership and have collaborated to design and deliver a series of professional development sessions geared towards nurturing gifted potential, the identification of gifted ELs, and how to meet their unique academic, social, and emotional needs of gifted ELs.

The Director of Advanced Studies, Specialists, and AIG & TD District Lead Teacher frequently participate and serve on district-wide committees where they advocate for gifted and advanced learners, provide input on policies, and identify opportunities where our team can both lead and support. They also serve on cross-departmental teams to ensure the needs of all learners are met and advanced programming is considered when making instructional decisions.

Our team will maintain existing relationships with departments and expand our work with various departments across our district to ensure advanced programming is connected and integrated with the district's priorities and resources.

*** Practice D**

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

An essential component of instructional planning in CMS is utilizing multiple criteria and data points to guide instruction for students. Advanced Studies supports the use of data to intentionally create flexible groups to provide appropriate instruction for students in all subject areas and grade levels. The use of pre-assessments to inform instruction is encouraged. Advanced Studies will continue to lead and develop professional development to discuss the intentional use of data to create groups and implement best instructional practices to achieve growth in advanced and gifted learners.

Cluster grouping and flexible grouping are a part of the TD Catalyst Model used at the elementary level. Cluster grouping is a research-based practice for gifted students. A gifted cluster is a group of gifted and/or high-achieving students placed within a mixed-ability classroom. This allows for ongoing, consistent differentiation to occur within classrooms. TD Teachers provide support to both teachers and students within this structure. Flexible grouping is also encouraged with the use of data to support the formation of groups. Groups may be created based on a variety of

criteria, according to student interest, mastery level, and learner profile, and may change based on current standards or units of study. Moving forward, specialists within Advanced Studies will explore opportunities to support elementary schools with low numbers of AIG students to expand access to talent development opportunities by identifying advanced learners for cluster and flexible grouping using school-level data. This practice also helps maximize the role of the TD Teacher and expand their impact within a school.

At the secondary level, students are grouped according to course selection and course placement. Our department has worked with the district's Office of Accountability to develop data systems to gauge the potential for success in enrollment in AP courses and Math 1. These data systems provide guidance to counselors, administrators, and master schedulers to ensure students are enrolled in appropriately challenging courses to engage in rigorous content to maximize potential. Middle schools and high schools utilize multiple data points, including gifted identification, course selection, grades, and achievement data to make course placement recommendations and decisions. Groups of students within advanced courses in middle school and high school are supported directly by classroom teachers. Advanced Studies provides teachers with opportunities to engage in professional development that enable them to effectively meet the needs of diverse groups of gifted and advanced students. The department will continue to develop and provide targeted professional development opportunities for teachers, counselors, and administrators to support them with data use and grouping practices at the secondary level.

As target areas for growth in this practice, the department will focus on designing measures of consistency and accountability for grouping procedures and practices based on the comprehensive needs of students. In addition, we will focus on analyzing current AIG student achievement and growth data to inform grouping practices and procedures at the school and district levels. Finally, we will provide professional development and targeted support to administrators, teachers, and counselors to further strengthen data use for effective cluster and flexible grouping.

*** Practice E**

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

The AIG Plan, regulations, and services related to gifted education will be shared with all district stakeholders in the following ways:

- **CMS Cabinet:** The proposed 2022 AIG Plan was shared with the CMS Cabinet to gather feedback before seeking board approval. Following approval, the full plan will be shared with executive staff. Updates from the AIG Advisory

group will be shared with executive staff annually to ensure alignment with district initiatives and goals. Summary documents that include information about services and regulations related to gifted education will be shared to ensure easy access to this information.

- **Administrators:** The AIG plan, regulations, and services will be shared with school administrators following plan approval. Updates from the AIG Plan Advisory group will be shared with administrators to ensure alignment with district initiatives and goals. Summary documents that include information about services and regulations related to gifted education will be shared to ensure easy access to this information.

- **Elementary TD Teachers:** Our TD Teachers are key stakeholders in the implementation of the AIG Plan. They will be provided with ongoing professional development regarding components of the plan and receive coaching and support to ensure expectations are met. TD Teachers will lead the communication of AIG Plan expectations to classroom teachers and school-based support staff.

- **Middle School Academic Facilitators/AIG contacts:** Academic Facilitators/AIG contacts will learn about the AIG Plan and their role in implementation during scheduled Academic Facilitator meetings throughout the year. Sessions will be targeted at meeting the academic, social, and emotional needs of gifted and advanced learners. AIG contacts will lead communication of AIG Plan expectations to subject area teachers and school-based support staff.

- **High School Advanced Studies Contacts:** The AIG plan, regulations, and services will be shared with school administrators following plan approval. Summary documents that include information about services and regulations related to gifted education will be shared to ensure easy access to this information. Professional development sessions will be offered on meeting the academic, social, and emotional needs of gifted and advanced learners. The High School Advanced Studies contacts will lead communication of the AIG Plan expectations to subject area teachers and school-based support staff.

The AIG Plan will be posted prominently on our department's website for easy access by all stakeholders.

Based on survey feedback, educators within the district desire more information about gifted services, resources, instruction, and regulations. To increase consistency and ensure a common district-wide language, our department will create a series of print and electronic resources to communicate advanced programming and expectations, as outlined within our AIG Plan. These resources will include summary documents, FAQs, slide decks, and screencasts. The resources will be housed on the Advanced Studies page of the CMS website for easy access by all stakeholders. Additionally, Advanced Studies will offer more professional development opportunities for school administrators and instructional staff to build capacity with staff members.

TD Teachers and Academic Facilitators/AIG contacts are provided with ongoing professional development regarding gifted regulations. An Elementary TD Compliance Manual has been developed and is edited each year to reflect current standards, practices, and expectations. This ensures consistency within our large district. These stakeholders are also provided with annual TD Compliance Checklists to ensure adherence to expectations outlined by North Carolina DPI and the CMS AIG Plan. Resources and supports have been created for each compliance process. For example, an editable slide deck has been developed for both elementary and middle school DEP meetings for parents/guardians.

To deepen the implementation of the elementary TD Catalyst Model, each TD Teacher will use the TD Catalyst Model Implementation Tool to identify areas of strength and areas of growth. TD Teachers and administrators will receive ongoing, differentiated support and professional development to help enhance the model and service delivery for gifted and advanced learners.

As a target area for growth in this practice, we will more consistently integrate program standards, legislation, and regulations around gifted programs into professional development sessions, administrative meetings, and site team meetings. In addition, we will develop a system to ensure all school-based staff receives an annual update that includes identification procedures, gifted services, best practices for gifted and advanced students, instructional materials provided by Advanced Studies, compliance requirements, and opportunities for gifted and advanced learners.

*** Practice F**

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

Differentiated Education Plans (DEPs) are completed by Elementary TD Teachers and Middle School Academic Facilitators/AIG contacts in collaboration with classroom teachers and subject-area teachers. DEPs are shared with relevant internal stakeholders, including administrators and counselors each year. A copy of the DEP is also filed within student cumulative folders that follow them from year to year and building to building. Students' cumulative folders contain data and information regarding their identification and services, including their DEP. As students transition, schools have access to this data and information within the cumulative folder. There is an opportunity to increase communication between schools at transition points to ensure this data is used effectively to determine needs as AIG students transition to the next grade span. Advanced Studies will begin to plan a process to support schools with this communication and provide guidance, in partnership with Learning Community Curriculum Coordinators. Each

elementary and middle school is required to have a TD Site-Based Committee. This committee is composed of, at minimum, an administrator, TD Teacher or Academic Facilitator/AIG contact, and a teacher. TD Site-Based Committees are required to meet throughout the year and document each meeting. An agenda and minutes from one meeting are required to be submitted to Advanced Studies each year to serve as documentation. TD Site-Based Committees are used to discuss advanced programming and make decisions regarding the rescreening of students.

Collaborative opportunities are provided for TD Teachers and Middle School Academic Facilitators/AIG contacts during monthly professional learning sessions. Additional opportunities for collaboration occur between LI/TD Coordinators and administrators to ensure cohesion and consistency with theme implementation. Vertical planning opportunities are provided for elementary and middle school Horizons teachers to ensure consistency and cohesion with programming.

*** Practice G**

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

Advanced Studies provides resources and support for administrators, teachers, and parents/guardians to better understand acceleration options and make informed decisions to ensure services and programs are provided to support student needs. Advanced Studies articulates and implements various processes to support decisions regarding acceleration and compacting. Professional development is delivered regarding curriculum compacting and design, as well as how to complete data analysis using gifted assessments. Professional development is delivered to teachers and stakeholders at various levels. Advanced Studies has outlined a comprehensive grade acceleration process to support administrators in making grade acceleration decisions. Multiple data points are compiled as a part of the decision-making process.

To support administrators in making grade acceleration decisions, The Iowa Acceleration Scales (IAS) is completed. The IAS is an unbiased tool provided to support accelerated decisions. The TD Compliance Specialist supports the TD Teacher in the completion of the assessments required in the process outlined in the IAS. The TD Compliance Specialist may also attend the TD Site-Based Committee meeting to discuss the acceleration option, if necessary. An Individual Differentiated Education Plan (IDEP) is created for students based on student needs to support acceleration.

Advanced Studies also supports schools with the Early Entry to Kindergarten process outlined by the state of North Carolina.

An accelerated program option for highly gifted learners is provided through the Horizons program. The program allows for course advancement, acceleration, and social/emotional support of highly gifted students. Horizons is also designed to allow students the opportunity to stay with their same-age peers to foster social/emotional growth while providing for their accelerated academic needs. Students in the Horizons program are learning content that is accelerated by 2-3 grade levels.

Our team has recognized a need for math acceleration at the elementary level. Therefore, a clear and equitable process will be developed to support mathematically talented elementary school students. A team will be convened to build accelerated math pathways in grades 3-5 and create a process rooted in the use of multiple data points to ensure students with demonstrated needs have access to single subject acceleration.

The Credit by Demonstrated Mastery (CDM) process is supported at the high school level as an opportunity for single subject acceleration. Advanced Studies works in collaboration with Accountability and the Counseling departments to ensure the CDM process is communicated and implemented consistently. Communication is provided to counselors, administrators, and other relevant stakeholders regarding the process and timelines for CDM. Schools provide information directly to students and parents/guardians about the CDM option, process, and timelines.

At the secondary level, students also have access to a variety of online course options that can be used for subject acceleration, as needed. Honors, Advanced Placement, and dual enrollment course options are also available at all high schools for additional acceleration options. Subject acceleration in math is provided to students in middle school through the option to take high school mathematics courses. In collaboration with the Middle School and High School Math Specialists and the Accountability Department, a data dashboard and rubric have been provided to schools to assist them in making decisions about subject acceleration for middle school math. In accordance with House Bill 986, students who score a level 5 on their Math EOG are placed in an advanced math course. Advanced math courses at the middle school level include honors-level courses for middle school math and high school math courses. Compacted curriculum is used in honors level middle school math courses to support students who accelerate into high school math courses. Advanced Studies supports high school students to take college and university-level mathematics courses, as appropriate when their subject acceleration in mathematics leads to completion of all high school math courses prior to high school graduation. Finally, Advanced Studies sponsors a Language High-Fliers Program in collaboration with UNCC for students who have accelerated in a world language and have no course options within their high school.

*** Practice H**

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

CMS embraces an inclusive mindset when it comes to gifted education and advanced learning opportunities. We aim to provide differentiated instruction and services to both AIG students and those exhibiting high achievement and potential to perform.

Our Elementary TD Catalyst Model embodies inclusive practices and our elementary schools utilize existing building data to serve, at minimum, the top 10% of students within their buildings. The model serves both gifted and advanced learners; it is not exclusive to only students who are formally identified as AIG. Each elementary school will be required to submit TD Catalyst Model Participation Data annually to ensure consistent implementation of the model that is responsive to student needs.

All first grade teachers receive annual training on completing Gifted Rating Scales (GRS). The GRS provides teachers with a voice in the gifted screening process. TD Teachers and L/ITD Coordinators are trained annually on the GRS assessment tool. They then train all 1st grade classroom teachers, and administrators on the assessment. Teachers are trained to recognize gifted and advanced behaviors in young, diverse learners of all backgrounds. Additionally, first grade teachers will be trained in “talent scouting” and cultivating an asset-minded approach to learning vs a deficit mindset. Through YET University, all first grade students will be provided with consistent opportunities to demonstrate advanced traits. A data tracker has been developed that aligns behaviors with the six domains of the GRS. This tracker will be completed by TD Teachers or first grade teachers during or after each lesson and will provide a strong artifact for identifying student strengths. The tracker will also assist in increasing the validity and reliability of teachers' ratings through GRS.

Our gifted identification process is robust, comprehensive, and rooted in best practices. Gifted identification is determined through the consistent use of an objective points-based rubric. The use of multiple criteria allows students to demonstrate academic and intellectual strengths in various ways. The CMS Gifted Identification Rubric allows students to earn points if they demonstrate achievement in the 7th stanine or higher, which indicates above-average ability and/or achievement. Having 5 different labels allows us to combine data in various ways to demonstrate

giftedness. The process allows students to demonstrate strengths and accumulate points in a variety of different ways. There are over 15 different pathways to AIG identification, which has broadened access to advanced learning opportunities. Intentional changes have resulted in more students being identified as AIG and participating in talent development.

At the secondary level, open enrollment allows students to enroll in advanced coursework if they demonstrate the desire to do so. The Accountability department has also developed several data dashboards to help schools identify students with the potential to succeed in advanced courses. Advanced Studies will partner with Equity and Counseling teams to develop and provide rich guidance to schools regarding master scheduling to ensure increased access to advanced coursework for diverse learners.

The AVID College Readiness System supports diverse learners at the elementary, middle, and high school levels with the skills needed to access rigorous instruction. Specific training is included around both teacher and student mindsets. AVID strategies support whole child development and promote equity and excellence in K-12.

*** Practice I**

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

Advanced Studies supports a number of extracurricular opportunities to enhance and further develop the needs, talents, and interests of AIG students. Our department works closely with the fund owners of co-curricular activities to provide Math Olympiads for fourth and fifth graders. The department also hosts an annual math enrichment event called Mathapalooza for district third graders who have an affinity for mathematics. The Secondary TD Specialist supports the North Carolina Governor's School application process to ensure CMS students are provided the opportunity to participate. In addition, there are opportunities for secondary students to participate in the North Carolina School of Science and Mathematics (NCSSM) Summer Accelerator courses. Summer Accelerator courses offer students academic growth through engaging, challenging STEM courses on topics they can relate to. Advanced Studies will continue to explore options for students, families, and schools to find programs and experiences that address secondary students' talents, needs, and interests.

Advanced Studies supports creatively talented students through the Spectrum of the Arts summer program.

All schools are encouraged to identify opportunities for their student population and include extracurriculars as a component of the DEP. Opportunities include chess, Science Olympiad, Destination Imagination, Future Problem

Solvers, robotics, and Odyssey of the Mind. Schools in close proximity often work together to provide competitions and opportunities to students with varied interests and talents. A future goal for Advanced Studies is to partner with CMS Learning Communities to offer enrichment and extracurricular opportunities for gifted and advanced learners.

Enrichment electives are offered at the district's 6 LI/TD schools. Enrichment electives are interest-based learning opportunities. Electives are choice-based and are often multi-age. Examples of enrichment electives include yoga, creative hand lettering, podcasting, movie making, legos, and poetry. Students work towards the development of a final product and student work is displayed and celebrated in a culminating Enrichment Expo.

Our target areas for expanding in this practice are to provide targeted support to schools so they can expand service-learning projects, clubs, and enrichment programs across all grade spans based on the needs and interests of gifted and advanced learners. The targeted support in this area will be provided with the goal of increasing the number of consistent opportunities offered to students at all schools across the district. In addition, we will continue offering and exploring opportunities to expand district-level extracurricular programs, such as Mathapalooza.

*** Ideas for Strengthening the Standard**

- Develop implementation tools for secondary advanced programs to increase integrity and support schools with continuous growth.
- Target development of secondary program services through collaboration with the Secondary TD Specialist to build capacity with AIG Licensed educators and Advanced Studies contacts in middle and high schools.
- Continue to align gifted and advanced resources to appropriately supplement the district curriculum in a variety of content areas.
- Model collaborative partnerships with the EC and Title I departments after the current collaborative partnership with the EL department.
- Analyze current AIG student achievement and growth data to inform grouping practices and procedures at the school and district level.

- Design measures of consistency. Provide professional development and targeted support to administrators, teachers, and counselors to further strengthen data use for effective cluster and flexible grouping.
- Consistently integrate program standards, legislation, and regulations around gifted programs into locally offered PD, administrative meetings, and site team meetings.
- Develop a system to ensure all school-based staff receive an annual update that includes identification procedures, gifted services, best practices for gifted and advanced learners, instructional materials provided by Advanced Studies, compliance requirements, and opportunities for gifted and advanced learners
- Provide opportunities for TD Teachers and Academic Facilitators/AIG contacts to collaborate in feeder patterns to support students as they transition from elementary school to high school.
- Increase access to acceleration and advanced course options for underrepresented students at the secondary level.
- Develop clear and equitable pathways for single subject acceleration.
- Continue to identify additional opportunities to connect data available in the district to broaden access to advanced learning opportunities and services to students from under-represented AIG populations.
- Explore opportunities to gather feedback directly from students of under-represented populations to discuss service options outside of traditional services that are needed.
- Continue to develop and provide professional development that communicates service options to EL, EC teachers, Title 1, and other teachers who have a specialized student focus and partner with these teachers for effective programming.
- Identify ways to strengthen talent development strategies, including nurturing, transition bridge programs, AVID, and EOS, to cultivate the potential of and address the needs of underrepresented populations, across the K-12 continuum.
- Provide targeted support to schools so they can expand service-learning projects, clubs, and enrichment programs in an effort to increase the number of consistent opportunities offered to students at all schools across the district.

Planned Sources of Evidence

- * District data and data analysis reports including demographic and performance data for the district overall and for identified AIG students
- * district and school course enrollment data
- * advanced programming data
- * Implementation Tool data
- * professional development archives
- * survey and focus group feedback from all stakeholder groups
- * feedback from professional development sessions, collaborative meetings, and events
- * Performance Reviews for AIG students
- * Cumulative file information including DEP, identification results, and Performance Review Documents
- * Resource guides and communication tools provided to all stakeholders
- * Audit reports

Documents

Type	Document Template	Document/Link
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AIG Standard 2 Additional Resources	N/A	
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Standard 3: Differentiated Curriculum and Instruction

Charlotte-Mecklenburg Schools (600) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

Advanced Studies provides curriculum, coaching, professional development, and site-based support on how to best meet the academic needs of gifted and advanced learners in all grade levels. Data gathered indicates strong use of instructional and curriculum components at the elementary level, although not always consistent from school to school within our district

Curriculum designed or obtained specifically for advanced learners is provided at all levels, K-12, that enhances the NC SCOS. Professional development is also provided to all levels through frequently scheduled meetings, and at the request of specific schools or Learning Communities on relevant topics in gifted education.

Elementary: Each elementary school is provided with relevant, evidence-based curriculum designed to enhance the NCSCOS and appropriately challenge and engage gifted and advanced learners. Curricular resources provided by Advanced Studies allow students to deepen their understanding of standards. The curriculum is challenging and focuses on building critical thinking, analytical thinking, conceptual thinking, collaboration, communication, and writing skills across all content areas. Prior to district-wide purchase, items are reviewed to determine the level of alignment to the NCSCOS. TD Specialists, vendors, administrators, teachers, and TD teachers play critical roles in the review process. Once the curriculum is purchased, workgroups meet to create implementation guides that support the strategic alignment of the NCSCOS and the core curriculum provided by the district.

Elementary schools have access to the following curriculum: William and Mary Literacy/Science/Social Studies Units, various novels to accompany William and Mary units, Vanderbilt ELA Units, Project M2 and M3 Curriculum, Jacob's Ladder, Hands-On Equations, Hands-On Fractions, and other supplemental resources. Additional curricular resources are developed internally to support the NCSCOS while meeting the advanced learning needs of gifted/advanced learners. In recent years, digital resources have been purchased to support advanced instruction and expand access to more students, including virtual manipulatives for Hands-On Equations and Hands-On Fractions, and BreakoutEDU.

Advanced Math and Literacy Alignment Documents have been created to align our gifted resources into the district's adopted core curriculum. Teams of TD Teachers have collaborated to develop rigorous and engaging tasks connected to the core and are aligned to the standards. The documents are easy to navigate and teacher-friendly. The alignment documents are readily available and accessible to all elementary teachers through our district's Learning Management System (LMS). Professional development has been provided on the purpose of the documents and guidance on use. Additionally, the Elementary TD Specialist and AIG & TD District Lead Teacher have created PD sessions where tasks from the document are modeled for elementary teachers. The creation of these documents and PD sessions have resulted in an increase in the awareness and use of gifted strategies and resources across our elementary schools.

Professional development on curriculum implementation is provided to all TD Teachers and LI/TD Coordinators at monthly professional learning sessions. A variety of other curriculum PD opportunities are offered for classroom teachers each year. PD is delivered by department specialists and lead teachers, external vendors, and TD Teachers.

TD Teachers regularly participate in collaborative planning sessions with classroom teachers to share gifted resources and strategies and provide expertise and guidance on implementation within classrooms. Co-teaching is a supported inclusive practice of the Catalyst Model and allows TD Teachers and classroom teachers to provide direct instruction to gifted and advanced learners. The Elementary TD Specialist and AIG & TD District Lead Teacher frequently visit elementary schools to provide instructional feedback and coaching to TD Teachers.

Middle School: Curricular resources are available in every middle school to provide teachers the opportunity to build critical thinking, analytical thinking, and conceptual thinking across content areas to strengthen their understanding of the standards. To provide continuity and strong vertical alignment, middle schools have access to William and Mary Literacy and Science units, various novels to accompany William and Mary Units, and Jacob's Ladder. All middle schools have access to PBLs and advanced math resources to support advanced instruction. Honors math course curriculum for middle school is compacted to support students as they prepare to take high school level math courses (i.e. Math 1 & Math 2) while in middle school.

AFs/AIG contacts guide instructional practices in middle schools, serving as a lead for subject area teachers on instructional best practices and curricula for gifted and advanced. AFs receive ongoing professional development on how to best meet the academic and social/emotional needs of gifted and advanced students through evidence-based curriculum and instruction.

Alignment of advanced resources and strategies into middle school's core curriculum has also been developed.

Intentional work to develop a comprehensive resource hub for Advanced Studies is occurring to improve accessibility and increase advanced resource usage throughout the district. The hub's audience will include a variety of stakeholders such as principals, instructional leaders, TD Teachers, and classroom teachers. The initial focus of the hub will be grades K-8 with plans to expand to grades 9-12 in the future. It will include links to advanced resources and strategies, articles, and training videos. The resource hub can support collaborative planning sessions to yield a better understanding of advanced resources and strategies to ensure that students are consistently challenged throughout the instructional day.

High School: The NCSCOS is adapted through the addition of courses that provide honors credit. Advanced course offerings from Advanced Placement, International Baccalaureate, and Cambridge also meet the requirements of the NCSCOS and are differentiated to appropriately challenge gifted and advanced learners. Advanced Studies supports a group of AP Lead Teachers that share their experiences and mentor new AP Teachers across the district. The addition of the Equal Opportunity Schools (EOS) program is focused on increasing access to advanced courses for students in EOS high schools.

CMS high schools provide additional differentiation for gifted and advanced learners through Credit by Demonstrated Mastery and virtual course options that enable students to complete the credits required in the NCSCOS at an accelerated pace. To provide additional support for high schools, each high school will have multiple points of contact who are invited to attend professional development meetings led by the Advanced Studies and Talent Development Secondary Specialists, in conjunction with district Content Specialists, regarding best practices for advanced students at the high school level. These meetings will discuss instructional strategies to meet the differentiated needs of advanced learners, social and emotional support for secondary students, data analysis support for master scheduling, and how to help students best prepare for post-secondary paths.

Future work will include additional alignment of specialized programs, such as Cambridge, into the district-adopted core curriculum.

*** 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.

Consistent differentiation for gifted and advanced learners is essential to student growth. TD Teachers, AFs/AIG contacts, AP Lead Teachers, and Cambridge Coordinators serve as the leads for advanced instruction and provide support to classroom teachers in employing diverse and effective instructional practices. They are provided with ongoing professional development on evidence-based practices throughout the school year at their job-alike meetings. Teachers and facilitators are trained on how to design, implement, and model instructional practices with curricula designed for gifted and advanced learners. Through professional development, specialists model how to use data to determine readiness to move students through the curriculum at an appropriate pace, while maintaining district expectations. Mentoring and coaching are provided for schools, teachers, or facilitators who seek further guidance.

Some specific strategies that are utilized across all levels include:

- **Academic Enrichment-** Provides opportunities for students to probe deeper into the content of the curriculum, experience different processes for learning, and create products to demonstrate their learning. Classroom teachers create and plan enrichment lessons related to grade-level curriculum, goals, and objectives. Through flexible grouping, teachers match extension and enrichment activities to students' needs in the content areas of reading, math, science, and social science.
- **Acceleration-** Involves allowing a student to move through traditional educational organizations more rapidly, based on readiness and motivation. Acceleration includes grade skipping, early entry to kindergarten, acceleration in content areas through credit by demonstrated mastery and virtual learning opportunities, and access to college-level coursework through programs such as dual enrollment, early and middle colleges, Advanced Placement, and International Baccalaureate at the high school level. Instructional adaptations in the classroom such as compacting, which allows for better use of learning time in a specific subject, are also an example of acceleration.
- **Cross-Impact Matrix-** A matrix that allows students to consider three or more variables and how they impact one another. (Cash, 2011).
- **Curriculum Compacting-** Giving students full credit for what they know about an upcoming unit and/or providing advanced students opportunities to learn new material in a shorter time period than needed by classmates.

- **Depth & Complexity Icons-** Students and teachers use eleven visual icons as prompts to assist them in thinking deeper about concepts (depth) and understanding those concepts with more complexity (Kaplan, 2009). The icons can be used to develop higher-level questions to extend thinking, in R.A.F.T.s and through the use of Depth and Complexity Frames.
- **Differentiated Units-** Teachers can differentiate four ways: 1) content, 2) process, 3) product, and 4) learning environment based on the individual learner. Differentiation is an organized, yet flexible way of proactively adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to achieve his or her maximum growth as a learner.
- **Extension Menu-** A selection of topics from which a student can choose to pursue an independent study that extends the learning beyond already mastered content standards.
- **Flexible Grouping-** Grouping and regrouping students throughout the year according to readiness, interest, learning style, achievement level, activity preference, or special needs.
- **Independent Study-** Ongoing in-depth research on a topic of a student's own choosing. Both student and teacher plan a method of investigating the problem or topic and identify what product the student will develop.
- **Interest Centers/Groups-** Way to organize students to work together on learning activities or projects.
- **Learning Contract-** A signed agreement between student and teacher regarding specific tasks to be done by the student. A strategy used for compacting and differentiation of previously mastered curriculum.
- **Paideia/Socratic Seminar-** Question and discussion format that builds and maintains critical thinking as part of the discussion. It offers an excellent way to help students move from recall to true understanding. The Socratic method of teaching is based on Socrates' theory that it is more important to enable students to think for themselves than to merely fill their heads with "right" answers. Socratic Seminar engages students in dialogues by responding to their questions with questions, instead of answers. This process encourages divergent thinking rather than convergent. Students are given opportunities to "examine" a common piece of text, whether it is in the form of a novel, poem, art print, or piece of music. After reading the common text, open-ended questions are posed. Open-ended questions allow students to think critically, analyze multiple meanings in the text, and express ideas with clarity and confidence.

- **Project-Based Learning-** An instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom. PBL teaches students college and career-ready skills as well as the content. These skills include communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, and group participation and leadership skills.
- **Problem Based Learning-** A learning system to help students develop flexible knowledge, effective problem-solving skills, self-directed learning, effective collaboration skills, and intrinsic motivation. Problem-based learning is a style of active learning where students learn both content and critical thinking skills. PBL is an instructional method that challenges students to "learn to learn," working cooperatively in groups to seek solutions to real-world problems. These problems are used to engage students' curiosity and initiate learning the subject matter. PBL prepares students to think critically and analytically and to find and use appropriate learning resources.
- **RAFT-** A strategy (Santa, 1988) that employs writing-to-learn activities to enhance understanding of informational text. Instead of writing a traditional essay explaining a concept learner, students demonstrate their understanding in a nontraditional format=. This technique encourages creative thinking and motivates students to reflect in unusual ways about concepts they have read. RAFT is an acronym that stands for the role of the writer, audience, format, and topic.
- **Research Projects-** Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue. It consists of three steps: Pose a question, collect data to answer the question, and present an answer to the question.
- **SCAMPER-** An acronym for a strategy to expedite the brainstorming of new ideas and promote looking at old thoughts in new ways.
- **Taba Concept Development Model-** This model is used to enhance the thinking skills of students. It gives students practice in categorizing and developing, extending concepts, and making generalizations.
- **Tiered Lessons or Tiered Instruction-** A differentiation strategy in which all students are taught the same essential concepts and skills at different levels of complexity, depth or novelty of a lesson in response to assessed needs. The tiered lesson approach provides for the appropriate challenge level for all students.

- **Taba Interpretation of Data Model-** This model teaches students to make observations, form different types of inferences from these observations, group data on the basis of perceived similarities, then form categories and labels for the data, producing a conceptual system.

*** Practice C**

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

Advanced Studies currently offers a variety of research-based gifted curricular resources to support differentiation for all content areas at all levels, K-12. The resources provided by Advanced Studies are available at all schools across the district. Implementation support is provided by professional development and collaboration. Professional development is designed or provided for each curriculum component purchased and shared with appropriate stakeholders. TD Teachers, Academic Facilitators, and classroom teachers incorporate these resources to enhance student learning. Collaboration and planning time is provided through monthly TD Teacher and Academic Facilitator/AIG contact professional learning sessions.

AVID curriculum is provided at multiple sites throughout the district. AVID's College Readiness System provides some elementary, middle, and high school students the opportunity to build writing, inquiry, collaboration, reading, and organizational skills to increase their readiness for advanced courses and post-secondary choices.

Advanced curricular resources currently offered for gifted and advanced learners include Center for Gifted Education (CFGE) Math, Literacy, Science and Social Studies Concept-Based Units, Hands-On Equations and Hands-On Fractions, Problem-Based Units of Study, Art of Problem Solving, Caesar's English, Jacob's Ladder, Project-Based Units of Study, Primary Education Thinking Skills, Project

M2 Mentoring Young Mathematicians, and Project M3 Mentoring Mathematical Minds.

All LI/TD schools integrate the use of Thinking Maps, a common visual language for learning, across all content areas. These portable tools for learning enhance student learning and increase rigor and depth.

*** Practice D**

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

Advanced Studies fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership in a variety of ways.

The district offers theme-based magnet options for students in all grade levels, including STEAM, Montessori, Dual Language, International Baccalaureate, Learning Immersion/Talent Development (LI/TD), and Leadership to foster future-ready skills in students using different approaches to learning.

YET University provides all 1st grade students with consistent opportunities to think creatively and critically through the use of Primary Education Thinking Skills (P.E.T.S) and lessons on growth mindset. P.E.T.S. is also available for kindergarten and second grade.

Students in grades 2-8 have access to a wide range of research-based gifted curricular resources in all subject areas to appropriately challenge and engage them, including William & Mary Language Arts Units, Vanderbilt Units, PBLs, Hands-On Equations, BreakoutEDU, etc.. Concept-based instruction is encouraged to allow students to make interdisciplinary connections and generalizations around larger concepts.

All LI/TD schools integrate the use of Thinking Maps, a common visual language for learning, across all content areas. These portable tools for learning enhance student learning and increase rigor and depth. Students are encouraged to speak and write off of their maps and use metacognitive frames. Collaboration opportunities are frequently provided. Additionally, all LI/TD schools utilize shared inquiry and students engage in academic conversations around rich, complex texts. Enrichment Electives also allow students to think critically and creatively and develop future-ready skills with students with similar interests.

Critical thinking skills are embedded within advanced programming options, including AP/IB/CIE and opportunities for Dual Enrollment. AVID supports future readiness by preparing students to succeed in advanced coursework.

Co-curricular opportunities, such as Math Olympiad, Chess Club, Odyssey of the Mind, Debate Club, and Science Olympiad also allow students to hone future-ready skills, such as communication, collaboration, creativity, leadership, and curiosity.

*** Practice E**

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

TD Teachers, Academic Facilitators/AIG contacts, and other relevant stakeholders work with both formal and informal assessment data to determine groupings and make instructional decisions. TD Teachers and Academic Facilitators/AIG contacts are encouraged to use CogAT, EOG, EOC, MAP, and Center Point assessments,

classroom observations, rubrics, and pre-and post-assessments to determine readiness and mastery of students. TD Teachers and AFs/AIG contacts are encouraged to monitor both gifted students and other students who may demonstrate high achievement or the potential for advanced performance. To implement the best instructional strategies and select appropriate curricula, teachers use pre-assessment data. Various forms of pre-assessments are encouraged such as entrance tickets, writing samples, and interest inventories. Many of the selected curriculums designed or purchased for implementation include pre-assessments to use with students. Post-assessments are also provided via the curriculum units either designed or purchased. Use of post-assessments and rubrics are critical in determining if students met expectations of the differentiated curriculum as well as maintained proficiency.

Assessments, both formal and informal, provide evidence for TD Site-Based Committees to determine rescreening for gifted identification. Consistent communication, updates, and management of a school data tracker are relevant in leading gifted programming at each school. Since the CogAT is used as the universal screener for the CMS gifted identification process, it is a unique data point we have for all students. Professional development is provided for the analysis of CogAT results and the ability profiles on an annual basis. Our teachers and administrators have received training on how to utilize these results to identify potential, correlate with intervention teams, communicate needs and opportunities with parents, and identify students with high academic potential. These results have become part of the data-driven instructional process within our elementary schools.

At the high school level, student requests and multiple data points are used to find students who are ready for advanced courses, such as Advanced Placement and dual enrollment courses. Data used include ACT, PSAT, classroom performance, EOC, NC Final Exams, and data provided by the College Board. In collaboration with the Accountability team, Advanced Studies helped to create a scheduling report for high school level courses based on all available student data. Although implemented and encouraged, more strategic and structured training can be provided to relevant stakeholders to discuss how to use assessment data to compact curriculum, create flexible grouping, and encourage depth and complexity of content, along with the advancement of the curriculum.

*** Practice F**

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

Affective curriculum and instructional practices are provided to schools to address the social and emotional needs of AIG students. As a district, we have moved toward a more strategic, district-wide approach to support the social and emotional needs of all students. In addition, professional development and curriculum resources, for teachers, parents, and students, provide basic information on ways to support AIG students' social and emotional needs. Examples of the curriculum resources and professional development provided to support social and emotional learning include Affective Jacob's Ladder, Growth Mindsets in the Classroom, and I'm Not Just Gifted. The Elementary TD Team recently designed digital lessons using the I'm Not Just Gifted resource. Social-emotional learning is integrated into lessons for YET University to foster a growth mindset early on. Monthly TD Teacher & LI/TD Coordinator professional learning sessions and Academic Facilitator/AIG contact professional learning sessions include components to support social and emotional learning. Speakers are often brought in to provide expertise and guidance in this area. Through a partnership with the counseling department, we will provide professional development and resources for counselors on the social and emotional needs of gifted students, including perfectionism and underachievement. Through a partnership with the Media Services department, we would like to offer sessions on bibliotherapy for teachers, instructional support staff, and parents. Through our partnership with the Exceptional Children team, we have increased awareness around twice-exceptional (2E) learners and would like to develop professional learning sessions around strategies to support 2E students.

We plan to provide more consistent opportunities to support parents/guardians of gifted and advanced learners, including an annual conference. Sessions will be provided to address the social and emotional needs of gifted students. Parent seminars are also available upon request and our team can partner with schools to provide additional family support.

Data is used to identify AIG students who are in need of additional support. The district's Early Warning Indicator (EWI) report is used to identify students who are at risk for underachievement or dropping out. In addition, partnerships with Accountability provide data linkage reports, linking PSAT, ACT, SAT, and other data points to help make appropriate course recommendations. Districtwide use of Panorama data also helps identify students, groups, and schools in need of tailored support with regard to social and emotional learning. The social and emotional component is also included as a part of the DEP. If a student needs additional support, it is personalized on the DEP and/or included as a part of their IDEP.

As an area of continued growth in this practice, we will work with the Counseling and Media Services teams to develop

and share high school-specific resources with multiple staff members in high schools: counselors, AIG-licensed staff, IB coordinators, AP teachers, IB teachers, AVID coordinators, and Media Specialists. In addition, we will coordinate more strategic supports for transitional years (5th to 6th grade; 8th to 9th grade).

*** Practice G**

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

Advanced Studies has worked diligently over the past few years to create strategic support for all students in grades K-2. An emphasis has been placed on nurturing and exposure to advanced language and analytical thinking. Providing early access to advanced learning experiences is a priority for our team. YET University is a systematic and intentional approach to nurturing young learners throughout the school year. All first grade students will receive consistent access and exposure to critical and creative thinking through Primary Education Thinking Skills (P.E.T.S.) and lessons around growth mindset. TD Teachers work within first grade classrooms and in partnership with first grade teachers to provide these opportunities to students. Classroom teachers and TD Teachers monitor students' response to enrichment. This program is currently being piloted in CMS. We plan to collect data, refine the model, and scale up the pilot over a 3-year period, with the goal of YET University being a required component of advanced programming at the elementary level by 2024-2025. We also have plans to expand YET University for Kindergarten students during the second half of the school year. We anticipate that frontloading and early exposure will positively impact traditionally underrepresented students the most.

Other curriculum supports were purchased for young learners to support the development of critical thinking skills. Those curricular resources are Primary Education Thinking Skills (PETS), Project M2 Units, Primary Jacob's Ladder, and William & Mary Language Arts Units. The development of Advanced Alignment Documents in both reading and math for grades K-2 has also been powerful. Our advanced resources and gifted strategies have been purposefully integrated into the district's core curriculum and aligned with the NCSCOS. The documents are accessible to all classroom teachers. Professional development has been designed and delivered to increase advanced learning opportunities and differentiated instruction for young learners.

CMS has six Learning Immersion/Talent Development (LI/TD) magnet programs for K-5 students. Classroom teachers, LI/TD Coordinators, and TD Teachers work collaboratively to provide enriching and relevant instruction, exposing these students to gifted curriculum and advanced instructional strategies throughout the day. The K-2 approach of the

LI/TD magnet theme focuses on learning immersion, which is designed to nurture gifted potential in young learners. All teachers at LI/TD schools are trained in the use of Thinking Maps, a visual language for learning, and all students are taught how to utilize these visual tools to support learning in all content areas. Thinking Maps cultivate critical and creative thinking and, when layered into gifted curriculum and strategies, students think at high levels. Additionally, Thinking Maps provide a strong bridge and scaffold for all students to engage in rigorous content. Students are provided with consistent access to gifted curriculum and instructional strategies led by teachers who receive specialized training in gifted education and best practices designed to challenge and engage students. Classroom teachers at LI/TD magnet schools are encouraged to obtain AIG licensure and are well supported by both a LI/TD Magnet Coordinator and a TD Teacher.

*** Practice H**

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

Collaboration with a wide variety of personnel is essential to the success of our advanced programs and models. The work of Advanced Studies spans all grade levels (K-12) and all content areas. Advanced Studies is currently housed within the Academics division in Charlotte-Mecklenburg Schools. This organization allows for ongoing collaboration to occur with a variety of stakeholders who make an impact on gifted instruction. Regular meetings occur between directors, specialists, and other staff from various departments to share current practices and identify opportunities for alignment of work. Focused efforts have been placed on collaborating with curriculum content specialists and special service departments such as Magnet Programs, Title 1, EL, and EC departments to ensure schools receive consistent aligned support. Through these relationships, we aim to create cohesive communication, advocacy, and increased integrity in programming.

Through monthly professional learning sessions, time for job-alike collaboration is built-in for our TD Teachers, LI/TD Coordinators, and Academic Facilitators/AIG contacts. IB Coordinators, Cambridge Coordinators, AP Lead Teachers, and MS AIG Leads also meet regularly to collaborate with peers and strengthen programming.

TD Teachers and LI/TD Coordinators regularly collaborate to produce high-quality resources to support advanced learning that is shared and utilized district-wide. For example, a team of TD Teachers developed a book study for a professional resource available in all elementary schools. Other examples of products include resources to integrate the Montessori philosophy and ready-made slide decks to go along with advanced math resources.

Moving forward, we would like to develop structures to allow other job-like groups to collaborate with one another, including classroom teachers at LI/TD schools, classroom teachers with AIG clusters, and Horizons teachers.

Collaboration between classroom teachers, TD Teachers, and Academic Facilitators is built into the comprehensive instructional programs. Two essential components of the TD Catalyst Model are collaboration and instructional planning. TD Teachers are required to collaborate with classroom teachers and administrators for the benefit of gifted and advanced learners. At the elementary school level, greater consistency has been reported with meetings held by TD Site-Based Committees. TD Site-Based Committees include TD Teachers, Academic Facilitators, classroom teachers, and administrators at the school level that work together to ensure gifted and advanced learners are identified and served appropriately. Encouragement of these meetings will continue, as well as requiring documentation of meetings. TD Site-Based Committees are encouraged to meet as often as needed and all meetings must be documented. Currently, elementary schools are required to submit documentation to our office for at least one meeting. This practice will be expanded to secondary sites to foster and deepen collaboration at the school level.

TD Teachers are also highly encouraged to collaborate with other specialized personnel at their schools, including EC Teachers, EL Teachers, and Counselors to better meet the academic, intellectual, social, and emotional needs of gifted and advanced learners. This collaboration is modeled by the Elementary TD Specialist, AIG & TD District Lead Teacher, and TD Compliance Specialist through their ongoing work with EL, EC, and Counseling Specialists. This intentional collaboration results in schools being more responsive to the unique social, academic, intellectual, and emotional needs of gifted learners with exceptionalities.

*** Practice I**

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

Differentiated Education Plans (DEPs) are required for AIG students in grades 2-8. The DEP is developed by the TD Teacher or Academic Facilitator in collaboration with classroom teachers or subject area teachers. The DEP documents service delivery, learning environment, advanced content, instructional strategies, and enrichment opportunities provided to AIG learners. A copy is placed within student cumulative folders and Advanced Studies monitors the completion of DEPs for individual schools.

An annual meeting with parents/guardians of AIG learners to explain the DEP and gifted programming is required. TD Teachers and Academic Facilitators submit the DEP Meeting invitation and an attendance roster to Advanced Studies.

Individual Differentiated Education Plans (IDEPs) are developed for kindergarten and 1st grade students who are identified as AIG. Additionally, an IDEP can be developed for an AIG student who is in need of a more personalized plan for success. IDEPs are developed collaboratively by a TD Teacher or Academic Facilitator/AIG contact, classroom or subject area teacher, parents/guardians, and an administrator. The IDEP outlines specific academic, intellectual, and social-emotional goals. In many cases, students with an IDEP have been grade accelerated, identified as AIG prior to the second grade universal screening year, or are twice-exceptional or culturally or linguistically diverse.

Performance Reviews are also completed annually for all AIG students in grades 2-8. These documents are completed collaboratively with classroom teachers, subject area teachers, TD Teachers, and Academic Facilitators. These documents are shared with parents/guardians at the end of the year. The annual performance reviews are also shared with Advanced Studies and are filed within the student's cumulative folder.

*** Ideas for Strengthening the Standard**

- Strengthen partnerships with Counseling and Media Services teams.
- Create support documents for administrators, Learning Communities, teachers, and facilitators regarding best practices for gifted and advanced learners K-12.
- Continue alignment of supplemental curriculum resources to the district's core curriculum.
- Expand and/or strengthen programs that foster career and college readiness skills: IB, AVID, AP Capstone, Advanced Placement, Cambridge.
- Develop a minimum standard of use of elementary and secondary advanced curricular resources for schools to increase implementation.
- Provide TD Teachers, Academic Facilitators/AIG contacts, and other relevant stakeholders with professional development on flexible grouping, curriculum compacting, and opportunities to enrich and deepen the curriculum.
- Develop capacity with secondary stakeholders in data analysis of EOC, EOG, PSAT, ACT, SAT, and other data reports which provide relevant information regarding course scheduling and strengths of the students.

- Analyze district EOG results to determine schools where program implementation results in the growth of gifted and advanced learners.
- Evaluate each school's program to determine how to create a greater impact across the district.
- Coordinate more strategic supports for transitional years, for example, grade 5 to grade 6 and grade 8 to grade 9. -Identify gifted students who may be at risk and implement strategic supports.

Planned Sources of Evidence

* professional development archives and feedback

* curriculum inventories

* curriculum implementation and use

* AIG cohort documentation

* Differentiated Education Plans

* agendas & sign-in sheets from DEP Meetings

* curriculum training and feedback

* Collaborative professional development with other departments

* agendas & minutes from collaborative meetings

* giffED participation data

* Survey and focus group feedback from stakeholders

* Student and teacher performance and growth data

Documents

Type

Document Template

Document/Link

AIG Standard 3 Additional Resources

N/A

Standard 4: Personnel and Professional Development

Charlotte-Mecklenburg Schools (600) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

Charlotte-Mecklenburg Schools employs Specialists, District Lead Teachers, and one Director in Advanced Studies to coordinate, lead, and support the district AIG Plan and advanced programming. TD Specialists, and AIG & TD District Lead Teacher in Advanced Studies are required to obtain AIG licensure. The Director, TD Specialists, and AIG & TD District Lead Teacher are either AIG-licensed or actively working on it at this time. Additionally, each elementary school receives direct support from an AIG-licensed TD Teacher for a minimum of two days per week. These teachers are responsible for leading TD Catalyst Model implementation.

The structure of Advanced Studies is as follows:

Director of Advanced Studies: Serves as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG Plan. Leads gifted and advanced programming, goals, and initiatives that support AIG Plan. Leads and coordinates work for the district focused on the AIG Plan goals. Supports Specialists and programs to obtain goals. Manages, monitors, and plans budget to support AIG Plan. Facilitates appeals for gifted identification and Horizons. Serves on district committees and initiatives that align with district goals and advanced studies programming.

Talent Development Elementary Specialist: Lead Elementary TD Catalyst Model and provide additional support for new TD Teachers. Plans and facilitates monthly TD Teacher PD. Manages TD Teacher Placement. Onboards and provides training and mentors to new TD Catalyst Teachers. Coaches and supports TD Teachers, supports school

implementation of TD Resources and provides district/school Professional Development. Recommends curriculum for high ability and gifted learners. Manages CMS Talent Development Standards Inventory. Facilitates Extended Employment Work Groups. Supports elementary extracurricular activities for advanced learners. Coordinates Cohort for AIG Licensure with Queens University and the University of North Carolina Charlotte.

Advanced Studies Specialists: Act as AVID District Directors - conduct District Leader Training, facilitate & plan Site Team Meetings, coordinate Summer Institute, conduct AVID site visits, provide district data requests, assist schools through AVID certification. Act as AP District Coordinator - facilitate & plan AP Meetings, lead AP Lead Teachers, coordinate AP Summer Institute, conduct AP Site visits, provide AP district data requests, conduct AP Course audit, coordinate AP one-day training. Support school implementation of TD resources in middle and high school. Recommend curriculum for high ability and gifted learners.

Talent Development Compliance Specialist: Lead and conduct assessments used to identify gifted students following the identification procedures established by the CMS Gifted Plan. This includes the coordination of the Fall gifted screening for all CMS 2nd grade students (aptitude and achievement), spring gifted screening for CMS 1st grade students with an informal opportunity, re-screening of students in grades 3-12 (aptitude and/or achievement). Maintain a data system for the district by entering AIG data via PowerSchool, as required by the state and submit AIG Headcounts to the state in the Fall and Spring. Plan and coordinate portfolio assessment reviews for 2nd graders, including the EL portfolio assessment in conjunction with the EL department. Conduct internal audits of Differentiated Education Plans (DEP)/Independent Differentiated Education Plans (IDEP) files and other compliance documents utilized to evaluate program quality. Maintain accurate testing data and documentation for gifted identified students. Ensure district's adherence to AIG plan, policies, and procedures regarding gifted identification and services. Conduct school audits of AIG documentation within student cumulative files to provide feedback to schools. Communicate and provide support to parents of gifted identified students and external stakeholders (i.e. prospective CMS families) on gifted identification and service options. Support data analysis for schools, by request. Create, maintain, and revise (as needed) Talent Development forms (Performance Reviews, Referral and Results Forms, etc...). Provide training to necessary stakeholders in administration of assessments used for gifted identification. Support schools with Early Entry to Kindergarten process and whole grade acceleration with the process outlined in the Iowa Acceleration Scales.

AIG & Talent Development District Lead Teacher: Provide leadership, coaching, and professional development for consistent implementation of the Talent Development Catalyst Model across CMS. Provide leadership, coaching, and professional development for the development and implementation of a consistent LI/TD magnet instructional program. Collaborate with TD Teachers, LI/TD Coordinators and Principals to identify and support needs of TD Catalyst Programs and LI/TD magnet Programs. Plan, track, and identify training needs for TD Catalyst Programs and LI/TD

magnet Programs. Support gifted and advanced curriculum implementation across the district. Collaborate with Advanced Studies staff to connect TD Catalyst Model and LI/7D Magnet program with other advanced studies programs, resources and best practices. Collaborate with Learning and Teaching Services Specialists to ensure comprehensive understanding of gifted and advanced resources and strategies is relevant for all content specialists. Advocate for TD Catalyst and LI/7D Magnet program needs. Coordinate district-trainings, meetings, and other events to support the TD Catalyst Model and LI/7D Magnet program. Facilitate Extended Employment Work Groups. Support elementary extracurricular activities for advanced learners. Support TD Teacher and LI/7D Coordinator screening, hiring, and placement.

Talent Development Secondary Specialist: Facilitate Middle School Academic Facilitators professional development training and meetings. Provides TD communication and professional development for Advanced Studies contacts in secondary schools. Coordinate Horizons - provide professional development opportunities, develop and implement policies and procedures, communicate and market programs, host parent nights to support programs, support Horizons students within the high school program. Coordinate Governor's School application process for the district. Lead and/or support district events that provide unique learning opportunities for students. Support school implementation of TD resources in middle and high school. Recommend curriculum for high ability and gifted learners.

Advanced Studies & Virtual Learning Specialist: Coordinate virtual learning programs including NCVPS, Edgenuity, and other district approved vendors. Collaborate with e-learning advisors, and Principals to identify and support needs of virtual learning programs within each school. Plan, track, and identify training needs for virtual learning. Support schools with virtual learning program implementation. Collaborate with Advanced Studies staff to connect virtual learning with gifted and advanced curriculum, instructional practices, and philosophies. Identify and communicate virtual learning options for acceleration and enrichment. Collaborate with Learning and Teaching Specialists to ensure comprehensive understanding of virtual learning programs as relevant for content specialists. Advocate for virtual learning program needs. Coordinate district-trainings, meetings, and other events to support the virtual learning program. District lead on Credit by Demonstrated Mastery (CDM).

Cambridge Coordinator: Collaborates with school site coordinators, teachers, and administration to identify needs and support. Plan, collect student and teacher data, and train school faculty. Support the day to day teacher and student academic progress. Increase understanding of AIG student needs and how to better teach advanced level learners. Ensure that exams are secure and executed with fidelity. Create and provide in house professional development for coordinators, administration, and teachers. To work with district leaders, Learning Communities, and all stakeholders to increase awareness and understanding of the Cambridge Program. Work with Cambridge

Assessment International and NCDPI to ensure that the program in schools is done with fidelity and that the program has equity with other programs in the state.

Our team also works closely with the District IB Lead Teacher who is part of the Magnet department.

IB District Lead Teacher: Collaborate with IB Lead Teachers, Coordinators and Principals to identify and support needs of IB programmes within each school. Plan, track, and identify training needs for IB programmes. Support curriculum implementation at IB sites. Support IB schools with evaluation visits, needs assessments, and program implementation. Collaborate with Advanced Studies staff to connect IB programmes with gifted and advanced curriculum, instructional practices, and philosophies. Collaborate with Learning and Teaching Specialists to ensure comprehensive understanding of IB programmes is relevant for content specialists. Advocate for IB programme needs. Coordinate district trainings, meetings, and other events to support the IB programme. Advocate and collaborate with state and national organizations to gain better support for CMS IB programming.

Advanced Studies works closely with the Academics team of content specialists, EL department, Magnet department, EC department, and Title I department to ensure the needs of gifted and advanced learners are met through varied advanced learning opportunities offered throughout the district.

*** Practice B**

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

An AIG-licensed TD Teacher is provided to every elementary school. TD Teachers are responsible for leading Catalyst Model implementation. They provide both direct and indirect services for AIG students while building the capacity of classroom teachers to differentiate and meet the needs of gifted and advanced learners. The core components of the TD Catalyst Model are collaboration, communication, professional development, compliance, instruction, and planning.

AIG-licensed LI/TD Coordinators are provided to every LI/TD Magnet school. LI/TD Coordinators lead theme implementation across the entire school, recruitment efforts for families, and provide ongoing coaching, leadership, and support to instructional staff.

AIG-licensed educators are hired and placed in the Horizons program to teach highly gifted students in grades K-8.

For middle and high schools, AIG-licensed Staff within Advanced Studies works collaboratively with Academic Facilitators, Assistant Principals of Instruction, and classroom teachers to provide professional development regarding best practices for gifted and advanced students. Advanced Studies Specialists and the Director work with secondary schools individually to provide advanced courses and curricula to support the needs of gifted learners, guidance on master scheduling using available data, and appropriate professional development.

MS AIG Leads have been established to support advanced learning for middle schools. They are also required to be AIG-licensed or working towards obtaining licensure. Primary responsibilities include collaboration with middle school AFs/ AIG contacts to support gifted and high potential students, provide beginning-of-the-year guidance and support for DEPs, and support professional learning in a blended and face-to-face setting. The MS AIG Lead functions as the AIG Lead/Contact person in the learning community.

Consistent opportunities are provided for teachers, facilitators, and administrators to collaborate with AIG-licensed specialists and lead teachers through professional development, monthly meetings for TD Teachers, Academic Facilitators, collaboration with AP teachers and AP Lead Teachers, and direct support provided to individual schools. These opportunities for collaboration and professional development directly target work that addresses the academic, intellectual, social, and emotional needs of gifted and advanced learners.

*** Practice C**

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

There are specific license and professional development requirements for teachers involved in CMS Advanced Studies programs and models.

TD Teachers are required to obtain an NC AIG licensure within three years of assuming the role of TD teacher. LI/TD Coordinators are also required to be AIG-licensed. Both TD Teachers and LI/TD Coordinators are required to engage in monthly professional learning sessions directly aligned to their roles.

Teachers at our 6 LI/TD schools are strongly encouraged to obtain their AIG license. An annual LI/TD Institute occurs to unite the schools with the theme, collaborate with one another, and learn best practices for instructing gifted and advanced learners and nurturing academic potential. Other specialized professional learning opportunities occur to ensure students are being consistently nurtured and appropriately challenged within the theme. All LI/TD Coordinators and TD Teachers at LI/TD school are Trained Trainers in Thinking Maps. Opportunities for collaboration for LI/TD Teachers and TD Teachers are provided throughout the year, in partnership with the Magnet department.

Horizons teachers are also required to be AIG-licensed to meet the unique academic, social, and emotional needs of highly gifted learners. We are working to develop consistent professional learning opportunities for Horizons teachers to strengthen programming and student support.

Middle School Academic Facilitators/AIG contacts are provided with ongoing, relevant professional development to support them with advanced learning in their schools. They are encouraged to obtain AIG licensure. We are still working to increase the number of AIG-licensed educators, particularly at the secondary level.

As a district, we provide ongoing professional development opportunities for elementary and middle school classroom teachers on instructional practices, curriculum, and social/emotional needs of gifted and advanced learners.

AVID professional development is provided K-12 for participating schools across the district. AVID schools are required to have a core AVID site team of educators trained in the AVID system.

At the secondary level, teachers for advanced classes, such as AP, IB, and Cambridge are required to attend training for their content area and are provided with opportunities to collaborate with AP, IB, and Cambridge teachers across the district. AP Lead Teachers provide additional support for new AP teachers. AP, Cambridge, and IB teachers are also provided with PD opportunities focused on working with diverse groups of advanced learners.

We have developed opportunities for principals and building leaders to engage in professional development and collaboration that supports the implementation of the TD Catalyst Model. Additional opportunities for counselors, special education teachers, and secondary administrators will be provided. A goal we have is to increase professional development offerings to building leaders and classroom/subject area teachers.

Additionally, we have established a model elementary school that fully embodies the TD Catalyst Model. Teams of teachers and administrators visit the site to engage in job-embedded professional development and see co-teaching, collaborative planning, and rigorous instruction taking place at high levels. We would like to establish more model sites

throughout the district as we deepen the implementation of the TD Catalyst Model at the elementary level. We also have a goal of establishing model sites for best practices in gifted education at the secondary level.

*** Practice D**

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

As a part of the TD Catalyst Model, classroom teachers with gifted students in their class are provided ongoing and job-embedded support, professional development, and resources by the AIG-licensed TD Teacher at their school. Administrators at each school use both qualitative and quantitative data points to determine the placement of gifted students within classrooms. Another factor considered when placing gifted and advanced students is the training and capacity of the classroom teacher. Principals are encouraged to place AIG clusters with teachers who are AIG licensed or have received specialized training in gifted strategies. Cluster grouping is an essential component of the TD Catalyst Model and administrators are encouraged to cluster group gifted and advanced learners together to allow for ongoing differentiation to occur to best meet the academic needs of the students. Flexible grouping is also an encouraged practice in our schools. Flexible grouping should occur on grade levels to allow for the needs of diverse populations to be met as the need for advancement and differentiation is demonstrated on pre-assessments. Moving forward, Specialists from the Advanced Studies team will provide additional support and guidance to schools with a low number of AIG students. This will expand opportunities for students and allow schools to be strategic in TD Catalyst Model implementation. Teachers with AIG clusters within their classrooms are provided professional development through Advanced Studies and are encouraged to pursue AIG licensure. Teachers with gifted clusters often co-teach with AIG-licensed TD Teachers and engage in collaborative planning sessions to plan instruction. TD Teachers are also encouraged to provide guidance and information to administrators regarding cluster grouping and the current performance of AIG students. TD Teachers are encouraged to monitor and share academic performance, motivation, and social and emotional development.

In an effort to increase the number of AIG-licensed classroom teachers (K-12) across the district, we continue to expand partnerships with local universities to support teachers in obtaining AIG licensure. Through expansion, the cohorts now include varied methods of participation (online, in-person, hybrid) and multiple cohorts to support more teachers. Additionally, the Elementary TD Team has developed a year-long, competency-based professional learning series for classroom teachers called giffED. This unique PD opportunity provides teachers with the skills and knowledge they need to effectively serve gifted and advanced learners within their classroom setting. Sessions are led

by TD Teachers and can occur in an in-person, virtual, or blended format. TD Teachers often partner with other TD Teachers to offer giffED to teachers at multiple schools. The Elementary TD Specialist and AIG & TD District Lead Teacher also offer giffED to teachers at schools who may not be offering the opportunity to ensure increased access to high-quality professional learning for those who are interested. Participation data is tracked yearly. New sessions will be developed to continue to build capacity with classroom teachers. Participation in giffED, coupled with classroom experience, may also prepare classroom teachers to take the Praxis exam if they wish to pursue an alternative pathway to licensure.

A secondary version of giffED has also been developed and sessions are facilitated by MS AIG Leads and Secondary TD Specialists. This provides specialized professional learning options for teachers in grades 6-12. Strategies are shared for deepening instruction and challenging gifted and advanced learners.

Specific professional learning will be developed and provided for Honors teachers at the secondary level to ensure students are appropriately challenged and engaged with rigorous content.

*** Practice E**

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

Advanced Studies has two strong partnerships with local universities- Queens University and the University of North Carolina- Charlotte (UNCC). We sponsor cohorts of CMS educators to obtain their NC AIG Add-On license. Recruiting takes place each spring and an application process is used because there is always a high level of interest in the opportunity.

We have developed a rigorous TD Teacher Talent Pool process to recruit high-quality AIG teachers with diverse backgrounds. Advanced Studies maintains a pool of potential candidates who have demonstrated their qualifications for the TD Teacher role through a rigorous talent pool selection process. Candidates who are accepted into the pool will be qualified for TD Teacher positions.

We advertise and recruit for AIG licensure cohorts and the TD Teacher Talent Pool in the following ways:

- district-wide teacher newsletter

- district-wide instructional leader newsletter
- principal memo system
- Advanced Studies in Action! newsletter
- Advanced Studies social media (Twitter, Facebook, Instagram)
- Advanced Studies website
- TD Teacher listserv
- Principals at Title 1 schools
- NCAGT Facebook group

We also develop short screencasts, Google Slides presentations and visually appealing graphics that are shared with schools to help promote opportunities through our departments.

All new TD Teachers and LI/TD Coordinators are paired with an experienced TD Teacher or LI/TD Coordinator as a mentor. TD Teachers and LI/TD Coordinators are heavily invested in ongoing coaching, personalized support, and professional development, which aids in retention. They are provided with relevant, timely professional development in all aspects of their role, including compliance, identification, screening, instruction, and programming through monthly sessions for new TD Teachers.

*** Practice F**

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

The district is focused on ensuring equitable outcomes for all students. Advanced Studies Specialists and the District Lead Teacher consistently collaborate both within and across multiple departments in CMS. They contribute to the design of professional development for Instructional Leaders in both reading and math. Members of Advanced Studies are also part of ACCESS 2024, a cross-departmental group focused on expanding access and opportunity for students

at the secondary level and increasing the number of students from underrepresented groups enrolled in advanced courses.

PrincipalED is a professional learning series designed and facilitated by the Elementary TD Team. The purpose of the series is to better inform school leaders on elementary advanced programming and challenge past mindsets of what gifted education is. It provides clarity around the role of the TD Teacher and how the role can be maximized and have a school-wide impact. Strategies are shared for how to best implement the TD Catalyst Model to ensure integrity in programming throughout the district. The inclusive nature of the model allows for more students to access enrichment and challenging learning opportunities at an early age to set them up for a strong educational trajectory where they will be prepared for the demands of advanced coursework options at the secondary level. The Elementary TD Team will advocate for additional opportunities to engage building leaders in professional development around equity and excellence in gifted education.

Professional learning for TD Teachers and LI/TD Coordinators consistently focuses on challenging mindsets and changing practices to be more inclusive and responsive to student needs. Over the past 3 years, the Elementary TD Team has worked to redefine and communicate expectations around elementary advanced programming. Both identification practices and the service model embrace equity and expanding access to reach more students and realize excellence in gifted education. The gifted Professional Learning Series includes sessions on recognizing gifts and talents in diverse learners and strategies for meeting the academic, social, and emotional needs of underrepresented students, and special populations, such as twice-exceptional and culturally and linguistically diverse.

At the secondary level, AP Leads work to provide content-specific mentoring and content expertise to AP teachers across the district. They lead collaborative work geared toward strengthening AP instruction at all schools, meeting the needs of diverse learners, and increasing AP test scores throughout CMS for all subgroups of students. The AP leads work to ensure teachers of AP courses shift the mindset of AP being for only a select few students to the benefit enrolling in an AP course has for all students in preparing them for college and success beyond high school. AP Coordinators also work with content specialists and advanced studies specialists to align resources and PD for AP teachers in the district

AVID Coordinators lead the work at all AVID sites to increase student enrollment in rigorous, higher-level courses. AVID Coordinators provide and/or schedule professional development centered around growth mindset, culturally relevant teaching, creating and fostering equitable and engaging classrooms, and how to integrate AVID core strategies into all areas of instruction. AVID Coordinators track and evaluate data of students enrolled in higher-level courses and implement goals and action steps to increase enrollment.

IB Coordinators attend school leadership meetings and conduct classroom observations to lead the integration of district curricula with IB inquiry units, reviewing the unit planners, arranging special IB events for students and families, and communicating the IB curriculum to parents.

*** Practice G**

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

Advanced Studies designs and delivers professional development to support the goals of the AIG Plan, enhance and enrich the NCSCOS, and directly support and align with district initiatives and best practices for gifted education. The work of Advanced Studies is embedded within multiple district goals and initiatives. Examples include providing access to advanced courses and programs for students at all schools and embedding social and emotional learning. Professional development is designed to be interactive and collaborative to maintain high levels of engagement among participants. Often, participants are immersed in gifted strategies and resources during professional development sessions. The department encourages participants and stakeholders to evaluate professional development on a regular basis. This feedback allows Specialists and Lead Teachers within the department to redesign professional development opportunities to better meet the needs of participants.

AIG-licensed Specialists and Lead Teachers supporting the AIG Plan provide multiple levels of professional development for teachers, administrators, support staff, and facilitators in the district. Scheduled monthly, quarterly, and/or online meetings and resources deliver updated research related to best instructional practice and evidence-based curriculum for gifted and advanced learners. Advanced Studies also offers a suite of professional development options a school, PLC, Learning Community, or department can request. These opportunities provide in-depth training on instructional practices and curriculum materials. Training is often individualized for a specific school and is delivered over multiple sessions. The professional development is geared for specific grade level ranges and shares best practices while providing a foundation for understanding the characteristics of gifted students. By combining the foundations of gifted education with instructional practice, teachers have the opportunity to gain a beginning understanding of the uniqueness of the gifted child, including the academic and social/emotional needs of this population.

Speakers and trainers are brought in to support instructional practices and advanced curricular resources purchased by the district. These opportunities are provided for TD Teachers, Academic Facilitators, classroom teachers,

administrators, and other relevant stakeholders. Advanced Studies also works to provide TD Teachers, Academic Facilitators, classroom teachers, and administrators the opportunity to attend state, national, and content-specific training. Training and conferences often attended are North Carolina Association for the Gifted and Talented (NCAGT), National Association for Gifted Children (NAGC), William and Mary training, trainings provided by North Carolina universities, College Board events, AVID Summer Institute, AP Summer Institute, IB specific trainings, Vanderbilt University, and Magnet Schools of America (MSA). Specialists from other departments within CMS, such as Equity, Magnet, Exceptional Children, and English Learners are often included in these opportunities, as well. This enhances cross-departmental collaboration and alignment between our team's work and other district initiatives.

Professional development opportunities that directly align with the AIG Plan and district goals to increase access to advanced courses at the secondary level are being provided on a regular basis. These PD opportunities are designed for AP and IB teachers to learn and implement research-based best practices for working with a diverse group of learners.

Based on feedback from stakeholders, collaborative professional development opportunities for TD Teachers, Principals, and building leaders are offered to support the full implementation of the TD Catalyst Model throughout the district. These PD opportunities include topics such as cluster and flexible grouping practices, the collaboration between classroom teachers and TD teachers, gifted curriculum, and instructional best practices.

Professional learning opportunities for secondary Principals and building leaders will be developed to support advanced programming and increase buy-in.

Workgroups exist to create supporting documents and professional development sessions that align district curriculum and initiatives to the curriculum and instructional methodology designed to meet the needs of gifted and advanced learners.

Additionally, our team's AIG-licensed Specialists and Lead Teachers work collaboratively with various departments in CMS, including Magnet, Exceptional Children, English Learners, Language and Learning Acquisition, and Content Specialists to ensure gifted and advanced programming is integrated into other department and district initiatives. At the elementary level, the Elementary TD Team has worked to integrate the TD Catalyst Model into other specialized programs, including IB, STEAM, AVID, Montessori, and Dual Language and Language Immersion.

*** Ideas for Strengthening the Standard**

- Increase the number of secondary educators who are AIG-licensed.
- Design and deliver specific professional development for school-based staff focused on social and emotional needs as well as transitioning students from grades 5-6 and 8-9
- Create varied resources for teachers and administrators communicating best practices for gifted and advanced students.
- Increase opportunities for professional learning for school-based members, including classroom and subject area teachers.
- Provide specific professional learning for Honors teachers at the secondary level.
- Expand giffED Professional Learning Series to include additional sessions, including self-paced modules.
- Expand opportunities for administrators to attend professional development that supports best practices for gifted and advanced students
- Leverage model sites for job-embedded professional development.

Planned Sources of Evidence

- * professional development archives and feedback
- * Documentation from Professional Development and Conferences outside of CMS
- * AIG cohort documentation, applications, and interest forms
- * curriculum training resources and feedback
- * Google Drive folders used for electronic resource sharing
- * Agendas and minutes from collaborative meetings

- * Products created and revised by workgroups
- * professional development needs and requests
- * Technology platforms for collaboration
- * Use of gifted curriculum resources and strategies
- * student and teacher performance data
- * gifted and principalED participation data
- * survey and focus group feedback from stakeholders

Documents

Type	Document Template	Document/Link
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AIG Standard 4 Additional Resources	N/A	
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Standard 5: Partnerships

Charlotte-Mecklenburg Schools (600) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

Advanced Studies partners with parents/guardians to provide multiple large-scale events and opportunities throughout the year. Examples of these events include a conference for parents of gifted students in CMS and Mathapalooza competition for students. Moving forward, we will also host virtual parent sessions that focus on academic enrichment and meeting the academic, social, and emotional needs of gifted learners.

Feedback from parents and guardians indicates that these partnership opportunities are valued and there is a desire for more events and more opportunities to engage. Parents were involved in the revision of the gifted plan as part of the advisory group and through survey feedback. Schools communicate regularly with parents regarding services and opportunities for gifted and advanced students. There is an opportunity for additional district-level communication with parents/guardians. For improved communication, more face-to-face and online options, including webinars will be planned to reach more parents/guardians across the district.

Based on survey feedback from parents, there is a desire to engage and provide feedback on a more regular basis. As a result, a parent partnership committee will be created. The parent partnership group will be representative of the

district, both geographically and socioeconomically. This group will advise Advanced Studies on programming and resources within the district to support academic and social/emotional growth.

*** Practice B**

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

The AIG Plan, program components, and district policies and practices are available on the CMS website, and stakeholders are regularly referred to access the resources on this website. Companion documents that summarize components of the AIG Plan, such as AIG identification and services, are also provided on the website.

Social media through Advanced Studies is used regularly to communicate events, news, and student accomplishments with parents and other stakeholders. TD Teachers and Academic Facilitators provide regular communication, including emails, newsletters, and phone calls, with parents regarding AIG plan components such as AIG Identification, Differentiated Education Plans (DEPs), and opportunities to participate in school and district events. Schools are required to host DEP meetings annually to review the services provided for students within the school setting. An opportunity to increase clear communication with parents has been identified through stakeholder feedback. Parent resource documents for gifted identification and services will be revised to ensure clarity. Additional video resources will be created to explain plan components for parents. This will ensure access to clear information about the gifted identification process along with the services and opportunities provided for gifted and advanced students.

The opportunity for a district AIG family newsletter will be explored to continue to increase communication at the elementary and secondary levels.

*** Practice C**

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

A diverse advisory group was convened to revise the CMS AIG Plan based on overall district goals, progress on previous AIG Plan goals, data, current research, and stakeholder feedback. The Advisory Group was designed to include stakeholders from demographic groups and roles that represent the diversity of the district to ensure multiple perspectives and experiences are included in the plan. The diverse advisory group that was convened to revise the CMS Gifted Plan will form the basis of a permanent AIG Advisory Group for the district.

The group includes representatives of the following stakeholder groups:

- Elementary, middle, and high school administrators
- AP Teachers
- LI/TD, and IB coordinators
- Academic Facilitators
- TD Teachers
- Elementary, middle, and high school classroom teachers
- Executive Directors -
Learning Community representatives
- Exceptional Children Specialists
- English Learner Specialist
- Advanced Studies Specialists
- Magnet Specialists
- Representatives from Title I department
- Representatives from Equity

- Parents

-District Leaders

-Community members

-Partnership representatives (including higher ed)

- Instructional content specialists

The AIG Advisory Group will support implementation and monitoring of the CMS AIG Plan. The group will be leveraged to break the three-year plan into targets for each year. Subcommittees will be formed and tasked with goals to support with implementation and monitoring on a yearly basis. Members of the Advisory Group will support the implementation and monitoring of the gifted plan, as well as advocating and increasing awareness of the work of Advanced Studies within the community. AIG Advisory Group meetings will provide opportunities for subcommittees to receive and provide updates, collaborate, and discuss implementation and progress.

*** Practice D**

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

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

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

The AIG plan, program components, and district policies and practices are available on the CMS website, and stakeholders are regularly referred to access the resources on this website. Companion documents that summarize components of the AIG Plan, such as AIG identification and services, are also provided on the website.

Social media platforms are also used regularly to communicate events, news, and student accomplishments with parents and other stakeholders.

The opportunity for a district Elementary AIG Family listserv will be explored to continue to increase communication.

TD Teachers and Academic Facilitators/AIG contacts provide regular communication, including emails, newsletters, and phone calls, with parents regarding AIG plan components such as AIG Identification, Differentiated Education Plans (DEPs), and opportunities to participate in school and district events. Schools are required to host DEP meetings annually to review the services provided for students within the school setting. An opportunity to increase clear communication with parents has been identified through stakeholder feedback. Parent resource documents for gifted identification and services will be revised to ensure clarity. Additional video resources will be created to explain plan components for parents. This will ensure access to clear information about the gifted identification process along with the services and opportunities provided for gifted and advanced learners.

We plan to translate the approved AIG Plan into multiple languages to provide increased accessibility to all parents/guardians.

*** Ideas for Strengthening the Standard**

- Develop more family-friendly and community-friendly documents about advanced programming at all levels
- Create a district-wide Elementary TD Newsletter for parents/guardians..
- Offer more events, workshops, and opportunities for parents/guardians- both in-person and virtual options.
- Develop a marketing campaign to spread awareness around AP and other advanced programming options at the secondary level.
- Form additional community partnerships to support AIG learners.
- Leverage the AIG Plan Advisory Group to organize the three-year plan into yearly goals and monitor the progress on the goals for each year.
- Schedule and meet with the AIG Advisory Group regularly to determine progress towards goals and determine what action steps need to occur to ensure goals are met.
- Evaluate the advisory group representation annually to ensure representation meets the needs and reflects the diversity of the district.
- Increase the number of partnerships that provide unique learning opportunities for students.
- Expand current partnerships to additional schools, including feeder patterns.

- Use multiple modes of communication, including meetings, videos, FAQs, and multiple languages to increase communication for all stakeholders.
- Work with internal departments, including CMS partnerships department, to identify collaborative partnership opportunities
- Use the department website to post current resources for parents and opportunities for gifted learners. (including social/emotional resources)
- Update the website, including the addition of video resources, to reflect current AIG program expectations, the local AIG plan, and other policies that support gifted and advanced students in grades K-12.

Planned Sources of Evidence

* Survey and focus group feedback from stakeholders
* Communication tools and website
* Advisory Group meeting agendas, slides, and resources
* Feedback from parent conferences and sessions
* Feedback from participants from events and programs
* Notes and feedback from partners on programs and events
* Documentation of events (calendar, flyers, etc..)

Documents		
Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	

Standard 6: Program Accountability

Charlotte-Mecklenburg Schools (600) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

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

Charlotte Mecklenburg Schools' AIG Plan is developed by an Advisory Group that is representative of our diverse district and the needs of our gifted and advanced learners. The group includes a diverse group of educators, parents, and community partners that advocate and share perspectives from their experiences and context. As a part of the plan revision process, the AIG program was evaluated using data, surveys, and informal feedback. Data and feedback were gathered from parent surveys, administrator and teacher surveys, and executive staff regarding identification, services and programming for gifted and advanced learners. The AIG Advisory Group and Advanced Studies worked collaboratively to develop revisions and goals to increase opportunities provided to gifted and advanced learners in accordance with state and district expectations.

*** 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.

Overarching goals associated with the local AIG program and plan in accordance with current legislation and state policies are monitored at the district level. Advanced Studies ensures identification, compliance, programming support, professional development, and supplemental curriculum are closely monitored through electronic documentation,

audits, inventories, and survey feedback. In addition, multiple data points, including growth, student performance, and stakeholder feedback are analyzed for all programs and levels K-12.

An Implementation Tool for the TD Catalyst Model has been developed to aid TD Teachers and administrators in creating goals and working toward continuous improvement. The tool incorporates all essential components of the TD Catalyst Model, allowing school teams to identify their current strengths and areas of growth. An Implementation Tool for LI/TD magnet schools has also been developed to increase integrity within the magnet theme. These tools promote communication and collaboration among TD Teachers, LI/TD Coordinators, Principals, and other school-based stakeholders. Each school's completed Implementation Tools are submitted to the Elementary TD Team to allow for targeted professional development and support.

Other structures have been put in place to increase integrity with advanced elementary programming. Each year, robust guidance for scheduling for TD Teachers and LI/TD Coordinators is shared and the Elementary TD Team provides individualized feedback on schedules to ensure adherence to expectations. Drop-ins occur throughout the school year to provide instructional feedback to TD Teachers and LI/TD Coordinators. Moving forward, Mid-Year TD Feedback Forms will be implemented to increase two-way communication between the Elementary TD Team and Principals.

Observational data and student performance data are monitored through implementation tools for advanced learning opportunities, such as AP, Cambridge, IB, Honors, and AVID. District specialists collaborate with school teams to monitor goals and make adjustments.

An opportunity exists in partnering with appropriate departments to collect data and monitor program implementation in Cambridge, AP, IB, Honors, and AVID. This data will be used, in conjunction with other data points, to monitor the integrity and fidelity of the learning opportunities.

The AIG Advisory Group will be leveraged to closely monitor the implementation of the AIG plan goals. Annual targets will be identified for each year of the 3-year plan. Subcommittees of the AIG Advisory group will support the implementation and monitoring of annual targets. Annual progress reports will be prepared and shared based on data analysis, monitoring of program implementation and plan goals, and stakeholder feedback.

*** Practice C**

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

Advanced Studies uses funds allotted for the local AIG program to support all goals, initiatives, and programs stated in the AIG Plan. Each year, a strategic budget is developed to support the goals of the AIG plan. The plan goals and budget are aligned to the needs of gifted and advanced learners throughout the district. Data and feedback are used to prioritize specific goals and needs each year. The annual budget development process occurs in partnership with the Associate Superintendent of Academics and the Chief Academic Officer. The proposed budget and budget requests for additional local funding to support AIG plan goals are reviewed and approved by Cabinet. The Advanced Studies Director and Senior Administrative Secretary collaborate during weekly meetings to ensure funds are used appropriately in accordance with the strategic budget and the goals and priorities of the CMS AIG plan.

In collaboration with the CMS Grants Team, grants are pursued to support the goals of the AIG plan. In addition, a partnership with the Title I department is being developed to provide additional resources to Title 1 schools to support schools serving gifted and advanced learners from underrepresented populations.

*** Practice D**

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

Advanced Studies analyzes multiple sources of student achievement and growth data each year for AIG students and for students enrolled in advanced programs and coursework. Advanced Studies works closely with the Accountability Department to obtain district growth and proficiency data for each school and program as well as the district overall. The CMS Navigator Portal contains district, school, and student-level reporting that captures student performance. The current reports allow for demographic disaggregation of the data and filtering for students identified as AIG.

The Navigator Portal also includes a report with early warning indicators for students at risk of dropping out and/or being retained. The report can be filtered for AIG-identified students and other demographic data. This report is used to provide targeted support for students that aligns with their needs.

Through a partnership with Accountability, TD Teachers and Academic Facilitators/AIG contacts are provided with relevant professional development on the use of data including EVAAS, MAP, and EOGs. Data Use for School Improvement (DUSI) Specialists deliver professional development to explain how to access, use, analyze, and interpret the various data collected on students.

District-level data was shared with the AIG Advisory Group as a part of the plan revision process and will continue to be shared to ensure progress is being made toward our goals. Data will also continue to be used to identify model schools for specific program components and schools that would benefit from additional support. The maintenance, analysis, and sharing of data will be further improved by the creation of an Advanced Studies Data Dashboard in collaboration with Advanced Studies. This report will directly support the analysis and sharing of data at the school level to address trends and individual student needs.

Data presentations will be delivered to relevant stakeholders, including TD Teachers, administrators, Academic Facilitators/AIG contacts, and program coordinators. Data analysis regarding achievement patterns, growth, and trends will inform targeted support for schools from the Advanced Studies Specialists and opportunities for collaborative learning between schools. Schools with identified strengths in specific areas will inform practices within schools that have targeted needs in those areas.

*** Practice E**

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

Research and ongoing collection and analysis of data has brought forth intentional equity-based changes in AIG identification. The identification process utilizes multiple criteria (achievement, aptitude, rating scales, and portfolio) to determine eligibility for gifted identification. Each elementary school is provided with a data tracker with conditional formatting to collect and analyze student data. Referral and Results Forms document testing and results for gifted identification and are required to code a student as gifted in PowerSchool.

At the district level, all data from annual gifted screening processes is maintained to examine identification rates among various subgroups and trends across schools. We utilize data from our Fall and Spring AIG Headcounts, our district's Navigator Portal, and our own data trackers with built-in coding to analyze our practices for gifted identification.

The Advanced Studies team monitors data and makes intentional, strategic moves to address the identification and support of underrepresented students. The team has used data to revise the portfolio process to ensure that opportunities continue to be provided for our district's underrepresented populations. Several years ago, we noticed that identification rates through portfolio opportunities were historically low. Our district's success with identifying English Learners by recognizing strength in one battery of the CogAT (verbal, quantitative, or nonverbal) and providing them with the opportunity to submit a portfolio of work samples, has caused us to do the same with other factors that may impact a student's performance. Our expanded criteria for the portfolio has also resulted in both an increase in the number of students qualifying to create a portfolio and identifying as gifted through the process. We have also developed portfolio opportunities that target demonstrated student strengths, provide students with relevant background knowledge, and allow autonomy in product output beyond writing. We have also revised scoring methods and indicators in an effort to capture the diverse ways gifted characteristics are demonstrated across races and cultures.

Through data analysis, we also discovered that a large subgroup of students was performing relatively better on achievement assessments than aptitude assessments. To address this, we have adopted universal achievement screening to create an additional pathway to identify without the need for qualifying aptitude scores, created a pathway to portfolio through achievement scores, and developed YET University early nurturing program to bolster aptitude scores.

Data analysis showed that GRS can be subjective (e.g. high-performing students have a higher likelihood of being rated low if they attend a high-performing school). GRS training has been revised to respond to a trend in subjectivity and emphasizes the need to triangulate data to rate more accurately. YET University was developed with intentional talent scout opportunities that are aligned with GRS.

We will continue to use data to reflect and improve upon our practices to ensure the representation of all demographics in AIG programming.

The inclusive nature of our programming at the elementary level increases access to students who may not identify as AIG in any capacity but demonstrate high levels of performance or the potential to perform. Services go beyond

the AIG label and are provided based on demonstrated need. We have also begun to collect Catalyst Model Participation Data to capture who is being served at each elementary school- AIG-identified and other advanced learners. This will allow us to provide individualized coaching and support to schools that may not be expanding access beyond AIG.



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*** Practice F**

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

The Advanced Studies Director works each fall and spring to complete an audit of positions funded through the department to ensure expected credentials are obtained or are being appropriately pursued. Teachers who are working to obtain AIG licensure are supported and timelines of licensure obtainment are monitored. Advanced Studies screens, hires, and places TD Teachers, L/ITD Coordinators, and Horizons teachers to serve AIG and advanced learners across the district. The team collaborates with school administrators to place personnel in schools to serve AIG learners. The Advanced Studies Director has partnered with Human Resources to maintain a current list of all AIG-licensed staff throughout the district. We are working to increase the number of AIG-licensed staff, particularly at the secondary level, to build capacity.

Advanced Studies will engage all AIG-licensed staff throughout the district that are not in positions to directly serve gifted students in an effort to provide them with opportunities to advocate and impact AIG learners in their current roles.

*** Practice G**

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

Informal feedback is gained from students, parents/guardians, teachers, and other stakeholders regarding the implementation and effectiveness of the AIG program on a regular basis. Informal feedback is gathered through district leadership and department meetings, school-based meetings and DEPs, district and school parent events, and individual meetings with teachers, parents, and administrators. The AIG Advisory Group has been expanded to gather in-depth feedback from an increased number of diverse perspectives. Additional large-scale formal feedback opportunities need to be offered on a regular basis. Clear and frequent communication is a key component of our goals for the next three years. We will seek feedback annually from students, parents/guardians, teachers, and other stakeholders. This will provide information on progress toward AIG plan goals and guidance for the AIG Advisory Group in adapting implementation of the AIG Plan goals.

Moving forward, an AIG parent focus group will be established to provide a K-12 AIG parent perspective and consistent feedback to evaluate progress on 2025 AIG Plan Goals and plan for continuous improvement. We also plan to conduct focus groups to capture student voice (elementary, middle, and high) and administrator voice in order to drive program improvements.

*** Practice H**

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

Advanced Studies utilized multiple sources of data to revise the local AIG Plan. These data sources included AIG identification data, student demographic data, advanced course enrollment and trends, feedback from professional development, completed Implementation Tools, and stakeholder survey results. The AIG Advisory group was expanded to include a diverse group of both internal and external stakeholders to provide multiple perspectives on advanced programming and share feedback around data, current practices, and proposed changes. All meetings were recorded and feedback was captured and included in AIG Plan revisions.

Once a draft of the AIG Plan was written, it was shared with district stakeholders, including Executive Staff, for feedback prior to presentation to the CMS Board of Education for approval.

Advanced Studies consistently utilizes data to evaluate progress and plan for continuous improvement. The data sources used for program evaluation and plan revision are consistently used by the team. The AIG Advisory Group that engaged in the plan revision process will be leveraged to identify goals for each year based on the AIG plan. The

Advisory Group will support program implementation to work toward the goals and review progress using the data sources identified.

Moving forward, we would like to capture feedback in a variety of different ways, including focus groups of students at each grade band (elementary, middle, and high school), parents/guardians, and principals at each grade band. This will provide an additional layer of qualitative feedback that will allow us to make intentional changes and continue to implement practices that are considered strong.

*** Practice I**

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

Information regarding the evaluation of the local AIG program has been communicated to stakeholders. A full evaluation of the AIG plan and program was conducted as a part of the revision process. Identified changes to the plan and continuing practices and goals were shared with the AIG Advisory Group, Executive Staff, and CMS Board of Education. Following the approval of the plan, the identified changes and continuing practices are posted on the Advanced Studies page of the CMS website along with the approved AIG Plan.

Program evaluation will be conducted annually by compiling data related to the goals of the AIG Plan and feedback collected from all stakeholders. An annual progress presentation will be developed and shared through district leadership meetings, TD Teacher meetings, and Academic Facilitator/AIG contact meetings. Progress will be shared with the AIG Advisory Group through regular meetings to review goals and progress towards goals.

*** Practice J**

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

The primary goal of Advanced Studies is to serve as the lead advocates for all gifted and advanced learners in CMS. Through involvement in district policies, procedures, and practices, the department works to maintain a high level of awareness regarding decisions made that influence gifted students. The LEA Plan includes equitable identification procedures, placement, services, reassessment, transfer, and procedures to resolve disagreements that are clearly articulated in written form, as well as communicated by schools. Each of these processes is evaluated annually to ensure students, parents and guardians receive adequate support in helping gifted identified and advanced learners maximize their academic potential.

Informed consent for identification and services is provided through the required Form 8001 Referral and Results Form. This form requires a parent or guardian's signature for the student to be screened for identification and provided services if they are identified. The following statement is included as a part of the form: I give permission for my child to be screened to determine eligibility for gifted identification. As a result of this screening, if my child meets the district's criteria for gifted identification, I agree to have him/her coded as gifted in Power School and receive gifted services. Further, I am aware of the annual performance review if my child is identified as gifted in any capacity.

The current forms and letters that are used for informed consent and communication of the screening process are available in the five major languages within the district. The revised Form 8001 Referral and Results Form and all identification process letters will be translated into multiple languages so that they are available to all schools to provide informed consent in the students' native language. TD Site-Based committees will be instructed to reach out to the TD Compliance Specialist if there is a need for the Referral and Results Form and letters to be translated to additional languages.

All decisions for testing for gifted identification outside of the districtwide second grade screening process are made by TD Site-Based Committees. Advanced Studies has developed a document outlining the rationale for screening/rescreening to provide guidance to committees and they are encouraged to utilize both quantitative and qualitative data to make informed decisions. Students may be considered for rescreening through district testing after a period of at least 24 months has passed.

Rationale for Talent Development Screening/ Rescreening: Unidentified CMS students in grades 3-12 may warrant rescreening for potential gifted identification and placement if they demonstrate one or more of the following traits and have not been assessed in the past 24 months by Advanced Studies.

- Students entering CMS after the initial second grade screening and performance is on at least grade level according to district grade-level assessments in both math and reading.

- Student has earned a minimum of 4 points on our Talent Development Identification Rubric through achievement testing (fall MAP, EOGs, or EOCs).
- Student has been placed on a 504 or IEP with newly implemented testing accommodations and is now performing above grade level.
- Student participated in EL/TD identification procedures in 2nd grade but did not qualify as gifted.
- Student is recommended for testing by a School Guidance Counselor or another agency or individual working with them.

All decisions for rescreening are made at the school level and must be approved by the Talent Development Site-Based Committee.

CMS has reciprocity for gifted identification for students who transfer from other LEAs. If testing results from another North Carolina (NC) Local Education Agency (LEA) led to student being identified as gifted in any capacity (AI, AG, IG, AR, AM), gifted identification will remain the same in CMS with no further testing required. If identification label does not transfer through PowerSchool, a parent or guardian signature will be required on a Talent Development Referral and Results Form to ensure informed consent and proper coding. If a student was identified as gifted in any capacity (AI, AG, IG, AR, AM) in a school district or LEA outside of North Carolina, gifted identification will remain the same in CMS with no further testing required. Documentation must be provided and may consist of an official score report(s), educational record, and/or official letter from school or district to show the student was identified as gifted. The TD Teacher or Academic Facilitator will complete the top portion of a Talent Development Referral and Results Form and obtain a parent or guardian signature to ensure informed consent and proper coding in PowerSchool.

The procedures to resolve disagreements are provided to parents and made publicly available on the Advanced Studies page of the district website. The approved procedures to resolve disagreements will be translated into the five major languages in the district to ensure the document is readily available as needed.

Procedures to Resolve Disagreements (Effective: August 25, 2013) Pursuant to N.C.G.S. § 115C - 150.7 (7) and § 150B, Article 3, the parent/Guardian has the right to disagree with the following procedures and services: Identification of the student and appropriate services for the gifted student. Disagreement with identification/services must be filed within 30 calendar days of the initial decision.

1. The parent/guardian makes a written request for a conference with the school-based Talent Development (TD) committee to discuss concerns regarding identification or services. The school principal is notified of this concern.
 - A conference between the school and the parent must be scheduled within 15 school days of receipt of the written contact from parents.
 - At the conference, the committee will share the identification process and the documentation used to support the decision. (Appeals for Horizons placement begins at Step 2.)
2. If the concern/disagreement is not resolved at the school-based conference:
 - The parent/guardian may appeal the decision by sending written notice to the Director of Advanced Studies.
 - The Director of Advanced Studies will notify the school, the Learning Community, and the Chief Academic Officer of the appeal.
 - Within fifteen days of receipt of the notice of appeal from the parents, the Director of Advanced Studies will schedule a conference. The conference must occur within 30 days of the receipt of the notice of appeal, unless the parents request an extension of time.
 - The Director of Advanced Studies will review all documentation and the parent/guardian's disagreement.
 - At the conference, the Director of Advanced Studies will facilitate a process to resolve the parents' disagreement with the district's decisions.
3. If the concern/disagreement is not resolved through a conference with the Director of Studies: The parent/guardian may appeal the decision by sending written notice to the Learning Community Superintendent of their child's school.
 - The Learning Community Superintendent will organize a team of TD teachers, from other schools within that Learning Community, who will review the documentation and the parent/guardian's complaint. The Learning Community Superintendent will notify the parent of the opportunity to provide additional documentation for consideration. Once this process is completed, the Learning Community Superintendent and this team of TD teachers will render a decision.

- After a decision has been reached, the Learning Community Superintendent will convene a Resolution Meeting with members of the team of TD teachers, the Learning Community Superintendent, and the parents, at which the staff will discuss their findings with the parent. The Learning Community Superintendent must send a follow-up letter detailing the decision to the parents within 15 days of the Resolution Meeting.
- If the parent/guardian intends to be represented by legal counsel at this meeting, they must notify the Learning Community Superintendent so that CMS legal counsel may be notified of the meeting. If parents appear with counsel but have not given prior notice of the intention to be so represented, the Resolution Meeting will be rescheduled to a later date.
- 4. If the concern/disagreement is not resolved at the Resolution meeting:
 - The parent/guardian may appeal the decision by making a written request for a meeting with the Superintendent of Schools (or his/her designee).
 - At the meeting, the Superintendent (or his/her designee) will review the documentation of the disagreement and hear the parent/guardian's concerns.
 - The Superintendent (or his/her designee) will notify the parent of his/her decision within fifteen school days after meeting with the parents.
- 5. If the parent/guardian with the Superintendent's decision, he/she may file for State Mediation and, if appropriate, a State Due Process petition. State Mediation
 - i. Parent/Guardian makes a written request for a State Resolution Meeting to the Director of Advanced Studies
 - ii. Both the school district and the parent/guardian will agree upon an impartial mediator. A list of mediators will be sent to the parent/guardian to make his/her selection of mediators.
 - iii. The school district will notify the parent/guardian of the scheduled conference date within the required 15 days due process timeline.
 - iv. Parent/guardians, school representatives, and impartial mediators will meet to discuss disagreements. The impartial mediator will make a determination using school and parent/guardian input. The mediator will develop a written agreement between parent/guardian if a resolution is reached.

In the event that the impartial mediation procedure fails to resolve the disagreement (s), the State Due Process procedure will be implemented.

State Due Process

- i. The parent/guardian files a petition for contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to the following:
- ii. Whether the local school administrative unit improperly failed to identify the student as academically or intellectually gifted; and whether the local plan developed has been implemented appropriately with regard to the student. An Administrative Law Judge will review the case. His/her decision is final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.



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* Ideas for Strengthening the Standard

- Development of Implementation Tools for all advanced programming, especially at the Secondary level
- Creation of Advanced Studies Data Dashboard in partnership with Accountability
- Regular meetings with the AIG Advisory Group outside of Plan Revisions Years to monitor progress
- Use data to provide targeted support for schools in finding and serving underrepresented students.
- Implement identification procedures and monitor closely to ensure equity for all students
- Collaborate with HR to expand monitoring of credentials to AP, AVID, and IB.
- Create opportunities for advocacy and impact for AIG-licensed staff who are not in positions to directly serve AIG learners.
- Develop and implement a plan to successfully survey stakeholders on an annual basis.
- Complete data analysis with AIG Advisory Group to ensure consistency in implementation of the plan and adapt plan implementation as needed based on feedback provided by stakeholders.
- Develop focus groups to gain additional perspective and ongoing feedback to evaluate progress with goals from the CMS AIG Plan.

Planned Sources of Evidence

- * District & school data and data analysis reports including demographic and performance data
- * Survey and focus group feedback from all stakeholder groups
- * TD Catalyst Model Implementation Tool Data
- * TD Catalyst Model participation data
- * district and school course enrollment data
- * program data from AVID, AP, IB, Cambridge, Horizons, and LI/TD
- * electronic compliance folders for each school
- * AIG Plan and updates
- * Referral and Results Forms for identified students
- * Cumulative file information including DEP, identification results, and TD Performance Reviews
- * professional development archives
- * resource guides and communication tools provided to all stakeholders
- * audit reports

Documents		
Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	 Procedure to Resolve Disagreements

Local Board of Education Approval

Charlotte-Mecklenburg Schools (600) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

06/14/2022 

Original Application Submission Date: 07/11/2022

Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>CMS AIG Plan Board Approval</u>

AIG Related Documents

Charlotte-Mecklenburg Schools (600) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 CMS AIG Plan Board Approval
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	 2022-2025 CMS Gifted Identification Rubric  CMS Gifted Definitions 2022-2025
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	 Procedure to Resolve Disagreements

Glossary

Charlotte-Mecklenburg Schools (600) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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