

Overview: Mission/Vision Statement and Funding

**Kannapolis City Schools (132) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* LEA Superintendent's Name:

Kevin Garay

\* LEA AIG Contact Name:

Fulton, Steve - [steve.fulton@kcs.k12.nc.us](mailto:steve.fulton@kcs.k12.nc.us) ▼

Kannapolis City 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 Kannapolis City Schools local AIG plan is as follows:

\* Mission and/or Vision Statement(s)

**Kannapolis City Schools Vision for local AIG program:** District Mission Statement and Vision: The district believes all programs will inspire learners to graduate and become successful citizens who have excellence, integrity, character, accountability, and live with equity. The district strives to be superior in academics, customer service, financial

responsibility, and all aspects of serving the community, pledges to adhere to the highest moral and ethical principles, and to model these principles for our students and community. The district promotes fairness, justice, and equal opportunity, commits to being responsible and answerable to all stakeholders, and measures success against the goals outlined in the strategic plan of the district. Through the implementation of these beliefs, the district inspires leaders of tomorrow.

**AIG Program Mission Statement and Vision:**

The AIG Program in the district adheres to the district vision with specific focus on serving students of all populations through a talent development mindset, cultivating thinking by using a critical thinking framework, preparing students for daily experiences through social-emotional curricula, and supporting students through partnerships and communication between all stakeholders. The district also strives to provide AIG services to students on an all day, every day basis through extensions provided in curriculum documents, professional development and collaborative planning, and implementation of differentiated curricula at all levels. All students deserve to have their needs met on a daily basis, and the AIG department advocates for and supports district staff in meeting needs of high-ability students.

**FUNDING FOR LOCAL AIG PROGRAM (as of 2022)**

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 466,731.00	* \$ 20,000.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

**Kannapolis City Schools (132) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 1: Student Identification**

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

**\* Practice A**

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

\* Screening Processes: Through the use of a universal screener and academic screener flags, screening of students for identification occurs on a yearly basis in grades 3-8 and when requested in grades K-2 and 9-12. Newly enrolled students in the district are also screened for possible identification.

Universal Screener: All students in grades 3 and 5 are given the Nagliari Nonverbal Assessment Test (NNAT) in the Spring.

Academic Flags: The NNAT is also given to students who scored above the 82nd percentile on their End-of-Grade test (EOG) the following Fall (i.e. a 4th grader scoring above an 82nd percentile in May of 2022 on their EOG would be given the NNAT at the start of their 5th grade school year in August 2022 to screen for identification).

Newly Enrolled Students: Any newly enrolled student in the district in grades 4-8 (newly enrolled 3rd graders will be given the screener in the spring with other students) are given the NNAT in the fall of the year they enroll. Students who enroll mid-year are served based on their prior district placement and/or screened based on teacher referral explained in the following "referral processes" section.

\* Referral Processes: Teachers and administrators are encouraged to refer students for testing based on classroom data at anytime. Parents may also refer their child for testing and/or request testing of their child at anytime. If parents request testing, the NNAT screener is given to the child immediately and classroom data and other testing for the student are reviewed.

\*\* While referrals for students can occur at any time, they are intentionally organized at the end of each quarter once benchmark data is received. The AIG Coordinator and/or Specialist for the district/site meets with all teachers after beginning of the year (BOY), middle of the year (MOY), and other quarterly data is collected to determine which students may need to be tested and/or referred for services.

\*\* When referring a student who did not qualify based on NNAT or EOG test results for services, teachers are given the Gifted Rating Scale (GRS), a standardized observation tool developed by Pearson Education, to complete on students. Results from the GRS are converted to state normed results and used in place of the NNAT or EOG data for identification points.

**\* 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.

\* Pathways for identification: The district has three possible pathways used to identify students for gifted services in grades K-12.

Pathway One: Identification Through Testing (Aptitude and/or Achievement)

\* In Pathway One, students are given points for their percentile on the NNAT as well as for their percentile on the EOG. Students need to earn a combined 14 points to identify as gifted. Students are given points starting at the 83rd percentile (1 point) up to the 96th percentile (14 points- automatic identification).

The point spread is as follows:

[83=1, 84=2, 85=3, 86=4, 87=5, 88=6, 89=7, 90=8, 91=9, 92=10, 93=11, 94=12, 95=13, 96=14]

- \* Students are then identified based on their point combinations:
- \* **AIG (Highly Gifted):** Aptitude + Achievement (At least one point is scored for aptitude AND for achievement, and the student earned a total of 14 points in ELA AND 14 points in Math.)
- \* **AG (Academically Gifted):** Achievement points total 14 in both ELA AND Math OR Achievement Only is at/above the 96th percentile (14 points) in ELA AND Math. Aptitude scores are the 82nd percentile or below.
- \* **AR (Academically Gifted in Reading):** Aptitude + Achievement points total 14 in ELA only OR Achievement Only is at/above the 96th percentile (14 points) in ELA.
- \* **AM (Academically Gifted in Math):** Aptitude + Achievement points total 14 in Math only OR Achievement Only is at/above the 96th percentile (14 points) in Math.
- \* **IG:** Aptitude testing is at/above the 96th percentile. Achievement scores are at or below the 82nd percentile.

#### Pathway 2: Teacher Recommendation

- \* Pathway Two is for students who scored at the 90th percentile or above on either an achievement OR aptitude test but did not score high enough overall to earn 14 points and identify through Pathway One requirements.
- \* Teachers DO NOT need to recommend students for them to qualify under this pathway. All students with scores above the 90th percentile who do not qualify under Pathway One are automatically reviewed through Pathway Two.
- \* A Gifted Teacher Rating Scale (GRS) is given to individual teachers (elementary) or teams of teachers (middle) to complete on these students.
- \* Using the scale scores from the academic and intellectual sections of the Gifted Rating Scale, students are identified as AIG, IG, AG, AR, and AM based on the combined total of the Teacher Rating Scale and accompanying assessment according to the same scale of identification used in Pathway One.
- \* Students need to earn a combined 14 points to identify as gifted. Students are given points starting at the 83rd percentile (1 point) up to the 96th percentile (14 points- automatic identification).

The point spread is as follows:

[83=1, 84=2, 85=3, 86=4, 87=5, 88=6, 89=7, 90=8, 91=9, 92=10, 93=11, 94=12, 95=13, 96=14]

\* Students are then identified based on their point combinations:

- \* AIG (Highly Gifted): Aptitude + Achievement (At least one point is scored for aptitude AND for achievement, and the student earned a total of 14 points in ELA AND 14 points in Math.)
- \* AG (Academically Gifted): Achievement points total 14 in both ELA AND Math OR Achievement Only is at/above the 96th percentile (14 points) in ELA AND Math. Aptitude scores are the 82nd percentile or below.
- \* AR (Academically Gifted in Reading): Aptitude + Achievement points total 14 in ELA only OR Achievement Only is at/above the 96th percentile (14 points) in ELA.
- \* AM (Academically Gifted in Math): Aptitude + Achievement points total 14 in Math only OR Achievement Only is at/above the 96th percentile (14 points) in Math.
- \* IG: Aptitude testing is at/above the 96th percentile. Achievement scores are at or below the 82nd percentile.

### Pathway 3: Honors/Talent Development

\* Pathway Three is intended for students who do not formally identify by other testing methods but have academic/intellectual needs that are not consistently met in the regular education classroom. Students in this pathway are not identified through gifted qualification, but are served with the goal of developing their potential for future identification.

\* Students considered for this pathway have any combination of the following:

- Achievement scores at Level 4 or higher
- Teacher Rating Scale scores (all categories including intellectual, academic, motivation, creativity, leadership and artistic talent are considered) above the 85th percentile.
- Personal interest and motivation of the student.
- Above grade level performance in the regular classroom.
- Observations of critical thinking by teacher, administration, or specialist.

\*\* All of these details are taken into consideration to form a "portfolio" on the recommended student.

\* Students meeting any combination of the above criteria are observed by the AIG Specialist at the site (either in the regular classroom or through a trial basis in the pull-out classes). The specialist then meets with the student, parents, and team of teachers to determine appropriate placement for the student on the continuum of services. Students served through Pathway 3 are evaluated on a quarterly basis to ensure AIG services are still the best avenue to meet the student's needs.

\*\* K-2 identification: Students are tested for identification at the elementary school level when requested by parents, administration, or teachers, and/or deemed necessary by the AIG specialist at the site. The Terra-Nova, Gifted Teacher Rating Scale, and state released benchmark assessments are used as normed assessments to identify K-2 students. Students are also located/identified as needing testing by the AIG specialists through the use of the Primary Education Thinking Skills (PETS) curriculum in pull-out/push-in and whole class groups, review of state required progress monitoring data, and teacher observations.

\*\* 9-12 identification: Students are tested for identification at the high school level when requested by parents, administration, or teachers, and/or deemed necessary by the AIG licensed high school counselor. Counselors also review student data, course enrollment, and speak with students about their needs to determine if identification testing is required.

NOTE: Once a student is identified, the student remains identified even if the services received are changed based on parent, teacher, administration, and student agreement.



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### \* **Practice C**

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

District Decisions: The district is diverse and makes every effort to make responsiveness to diverse populations the norm. Specifically, the district utilizes the NNAT assessment as the district screener because research has proven the NNAT (a nonverbal format assessment) is a fair assessment for all populations, with specific increases in identification of underrepresented populations. Additionally, the district employs multiple pathways and uses multiple measures of qualitative and quantitative data to develop a comprehensive portfolio used to identify and serve students of all populations.

Talent Development (TD) Policy: While the district does not have a separate testing standard for underrepresented populations, the district employs a talent development policy when meeting with teachers to review students for recommendation. Under the talent development policy, the AIG Specialist and Coordinator intentionally look at benchmark data to locate the top 20% of students in each subgroup in the district. These students (along with other teacher recommendations) are discussed during quarterly data meetings to determine if they have any of the required Honors/Talent Development qualifications. The AIG Specialist and Coordinator also communicate with the ELL and EC teachers to determine if there are any ELL or twice-exceptional students who show promise for AIG identification.

Other considerations: Records of students who are served in nurturing programs in elementary school and/or fall into the top 20% of their demographic but do not identify as AIG under district policy are maintained by the AIG Coordinator. A running list of students with high-ability potential allows underrepresented students to continue to be progress monitored even if they are not served. Additionally, the Primary Thinking Skills Assessments (discussed more in Standard Three) are considered when locating potential in underrepresented populations.

District Data:

Overall Student Population- 5725  
Asian- 56 (.97%)  
African American- 1567 (27%)  
Hispanic- 2089(36%)  
Hawaiian/Native American- 19 (.3%)  
Two or More- 409 (7%)  
Caucasian- 1585 (27%)

Identified Student Population- 362

Asian- 6 (2.5%)  
African American- 37 (10%)  
Hispanic- 102 (28%)  
Hawaiian/Native American- 2 (.55%)  
Two or More- 21 (5.8%)  
Caucasian- 194 (53%)

\*\*Discrepancies based on the Civil Rights Equity Allowance show African American and Hispanic subgroups to be a negative discrepancy of -17% and -8% accordingly, and Caucasian subgroups to be a positive discrepancy of 26%.

Talent Development Student Population- 1142

- Asian- 22 (1%)
- African American- 278 (24%)
- Hispanic- 378 (33%)
- Hawaiian/Native American- 2 (.2%)
- Two or More- 70 (6.1%)
- Caucasian- 390 (34%)

\*\*Discrepancies based on the Civil Rights Equity Allowance show African American subgroups to be a negative discrepancy of -3%, and Caucasian subgroups to be a positive discrepancy of 7%.

Overall Served Student Population- 1504

- Asian- 28 (1.8%)
- African American- 315 (21%)
- Hispanic- 480 (32%)
- Hawaiian/Native American- 4 (.2%)
- Two or More- 91 (6%)
- Caucasian- 584 (39%)

\*\*Discrepancies based on the Civil Rights Equity Allowance show African American subgroups to be a negative discrepancy of -6%, and Caucasian subgroups to be a positive discrepancy of 12%.

The district AIG Coordinator will continue to monitor subgroup service data and update district administration and the local school board of subgroup discrepancies on a yearly basis.

**\* Practice D**

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

**BOY Meetings:** At the start of each school year, the AIG Coordinator meets with each PLC in the district to review identification, screening, and district services. Staff are given time to ask questions and are provided with a pathway flow chart describing the services previously outlined in Standard One.

**PLC Data Meetings:** The AIG Coordinator attends PLC meetings on a minimum of a quarterly basis. Data on currently identified and potential students is discussed. Policy and identification procedures are reviewed at these meetings.

The AIG Coordinator also meets with administration at principal meetings, Curriculum & Instruction meetings, and Data Guru meetings. These meetings serve as avenues for monitoring and “auditing” the consistent implementation of screening, referral, and identification across the district.

Testing Consistency: The AIG Coordinator works with the District Testing Coordinator and School Testing Coordinators to ensure information is sent to all students and parents regarding screening and testing results. The AIG Coordinator and Specialists at the sites administer the screening and identification assessments to ensure consistency of testing procedures. District data is kept in district testing folders and spreadsheets for access as needed.

**\* Practice E**

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

Communication on Screening and Referrals: The district sends home a letter with all students to communicate with parents about screening and referral testing. Parents are given the option to opt out of testing if desired. Once results are collected, parents receive a letter informing them of their child’s results and explaining what the results mean. The letter will also communicate to parents situations where a student is not identified gifted but will continue to receive Nurturing or Honors services. Parents in the district are also provided a brochure on AIG services and the identification process when enrolling their student, at open house, and at a Spring district information session. Teachers are provided with the same brochure as well as a link to this brochure for their knowledge and/or to be used at parent conferences. The brochure and pathways information is also included on the district webpage for AIG.

District Information Session: The district will hold a beginning of the year information session for any stakeholder in the district (parent, teacher, board member, community member) to share information about the screening, referral, and identification process in the district. Information about the session will be shared with parents at open house and through beginning of the year electronic communication, Connect Ed messages and information folders. This session will be open to ALL members of the school community, not only parents of identified students.

**\* 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.

\* Data files are kept on all students in the district who qualify for any of the three identification/service pathways. The following items are included in a student's file:

\*\* Notification of Testing Results

\*\* Notification of Services Letter (parent signature required)

\*\* Differentiated Education Plan (DEP) (including contact information, identification of student, student goals, parents concerns).

\*\* Other pertinent information as determined by the district (i.e. teacher referral information, classroom or benchmark data used for referral purposes, etc.)

\* PowerSchool will be utilized to store the following information for students identified in pathways one and two. Beginning in 2022, it will contain:

\*\* Identification evidence for AIG identified students including EOG, NNAT, and GRS scores

\*\* Program Services for the student's DEP

\*\* Student goals and parent comments/concerns

\* DEPs are reviewed with parents and teachers at the start of each school year by the AIG Specialists and/or AIG Coordinator.

\* Updated testing result and identification letters are sent as necessary (i.e. when a student who previously identified as AR now identifies as AIG, or as screener information is collected).

### **\* Ideas for Strengthening the Standard**

During this next plan cycle, the use of the GRS for identification will be analyzed. The district is exploring the possibility of moving the NNAT to an online administration. The district also plans to look at the Cogat assessment to strengthen the identification process. Other measures of assessment such as the Torrance Test of Creativity are being considered to identify gifted learners in underrepresented populations.

### **Planned Sources of Evidence**

\* NNAT Screener Letter-Fall (English and Spanish)

* NNAT Screener Letter-Spring (English)
* NNAT Screener Letter -Spring (Spanish)
* NNAT Results Letter- K-5 (English and Spanish)
* NNAT Results Letter- 6-8 (English and Spanish)
* Services Brochure
* Pathways
* AIG DEP Services Letter
* Talent Development Nurturing Program Letter

### Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	<a href="#"> <u>NNAT Screener Letter-Fall (English and Spanish)</u></a> , <a href="#"> <u>NNAT Screener Letter-Spring (English)</u></a> , <a href="#"> <u>NNAT Screener Letter-Spring (Spanish)</u></a> , <a href="#"> <u>NNAT Results Letter K-5 (English and Spanish)</u></a> , <a href="#"> <u>NNAT Results Letter 6-8 (English and Spanish)</u></a> , <a href="#"> <u>Services Brochure</u></a> , <a href="#"> <u>Pathways</u></a>

 AIG DEP Services Letter

 Talent Development Nurturing  
Program Letter

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.

At the start of each school year and after fall and spring headcount, all teachers are made aware of the gifted identification status of the students they serve. Administration is also provided with a school-wide list of the gifted identification status of their students. Regular classroom teachers meet regularly with the AIG Coordinator to plan for their gifted students and differentiated learning and/or extensions to the curriculum are included in curriculum documents for planning use when the AIG Coordinator is not in meetings. Teachers are also provided with a feedback form to request resources, tasks, or extensions from the AIG Coordinator as needed.

The district delivers a range of services to address the academic and intellectual needs of gifted learners utilizing the spectrum of services provided by the state. Students may receive any combination of services depending on learning needs and identification from the continuum of services listed below: :

1. Consultation in Regular Classroom: When a student is identified as gifted but parents and teachers determine grade-level needs must be met prior to additional services being provided, the student remains in the regular classroom on a consultative status and the AIG Coordinator checks in quarterly for reassessment purposes and/or needs of the student.

2. Cluster Grouping with AIG Experienced Teacher: High-ability students (whether formally identified or not) are flexibly grouped at all levels (K-12). When placing clusters of students in classes for the school year, administration considers local and state gifted certification and professional learning experiences and makes every effort to place high-ability students with teachers trained in gifted education. A list of AIG Experienced Teachers is provided to all staff and administration at the beginning and end of each school year to help with this process. When clustering with an experienced gifted specialist is not possible, the AIG Coordinator ensures PLC time is used to work with the teacher(s) of the AIG cluster. All teachers in the district are encouraged to participate in the local AIG module to gain experience in gifted education.

3. Resource Support with AIG Specialist: Resource support with an AIG Specialist varies for grades K-12.

\* Kindergarten: Pull-out/push-in services are provided for individual or small groups of students (less than 5) as needed. AIG Specialists meet with teachers of these high-ability students to determine the best extensions for small group time and lessons are tailored to the specific areas of talent/need of these students. Students are included in these groups based on classroom observations, MCLASS data, and PETS data since students are not formally identified until the end of third grade.

\* 1st-3rd: Pull-out/push-in services are provided weekly for small groups of students (6-15 depending on site size/need) using the Primary Education Thinking Skills Curriculum (PETS) and district developed Social Emotional Curriculum to address critical thinking skills and social emotional needs of gifted learners. Students are included in these groups based on classroom observations, mCLASS data, and PETS data since most students are not formally identified until the end of third grade.

\* 4th-5th: Pull-out/push-in services are provided weekly for talent development groups of students (12-20 depending on site size/need) using problem-based learning (PBL), Math Olympiad problems, and district developed Social Emotional Curriculum to address critical thinking skills, academic standards, and social emotional needs of gifted learners. Students who are formally identified as AIG, IG, AR, AM, or AG in the district are automatically served in these groups. Additionally, students meeting the top 20% talent development requirement are included in the group. While the curriculum is designed for the whole group, differentiation within the pull-out/push-in group takes place to match academic and intellectual identifications and needs (e.g. tiered Math Olympiad problems, PBL extensions, product choices, independent study).

\* 6th-8th: Daily services in advanced ELA and Math are provided to high-achieving and/or identified students based on their identification. Students identified as Highly Gifted (AIG) or Academically Gifted (AG) receive both Advanced Math and ELA services with a state certified AIG Specialist. Students identified in reading receive Advanced ELA

with a state certified AIG Specialist, students identified in math receive Advanced Math with a state certified AIG Specialist, and students with high-ability receive Honors reading and/or math (based on need) with a teacher who has been/is being guided through state and/or local training in gifted education. Since both Advanced and Honors courses follow a compacted curriculum, teachers of the respective courses plan regularly with each other and the Advanced Learning Coach. In 8th grade, identified and high-ability students take English 1 and/or Math 1 courses taught by an AIG certified teacher (either state licensed or locally endorsed) depending on their identification and need. Identified students (all academic identifications listed above as well as Intellectually Gifted students) also receive social-emotional instruction and academic support provided by a state certified or locally endorsed gifted AIG Specialist/teacher during their flex period every other day. Two Encore classes (Speech and Debate and Odyssey of the Mind), taught by a state licensed AIG Specialist are also open to identified students to further develop their academic and intellectual needs.

\* 9th-12th: Daily services in honors and AP coursework are provided to high-achieving and/or identified students based on their needs and interests. Numerous career and/or technical path programs are also available in honors format. Teachers of these courses are highly encouraged to take the local AIG module on gifted education. The AIG Specialist also collaborates with these teachers in a PLC setting to help meet gifted students' instructional needs. Coursework scheduling/guidance and social-emotional counseling are provided for identified students through a high-school AIG Specialist who serves as their counselor of record.

4. Advanced Content/Coursework: Starting at the middle school level (6th grade), students have the option to complete advanced content and coursework (as described in continuum #3).

- 6th grade: Math and ELA honors courses extend curriculum beyond the depth of state standards, as well as compact 7th grade curriculum standards into the 6th grade course.

- 7th grade: Math and ELA honors courses extend curriculum beyond the depth of state standards as well as compact 8th grade curriculum standards into the 7th grade course.

- 8th grade: English 1 and Math 1 are offered for students in place of Regular 8th grade Math and English courses.

- 9th-12th grade: Honors courses extend curriculum beyond the depth of state standards and AP courses are taught according to College Board curriculum requirements.

5. Separate School with Advanced Programming: While there is not a separate school in the district with advanced programming, there is a school-within-a-school option at the district high school. The school-within-a-school, or AP Academy, serves students identified as highly gifted and/or students with high-ability and motivation. Students in the Academy start taking AP courses as freshman and over the course of their high school career take a minimum of

seven AP courses. Students in the AP Academy also complete community service hours throughout the year to gain leadership experience and are invited to participate in a Europe trip their junior year to provide a global learning experience.

6. Subject Acceleration: Students are able to subject accelerate through the Content by Demonstrated Mastery (CDM) program. Through this program students show knowledge of content through two phases (a standardized assessment phase and performance task phase). Students passing both CDM phases at a 90% or higher rate are accelerated to the next level of that subject. Students are highly encouraged to complete Phase 1 before completing Phase 2. Additionally, students scoring a level 5 on the End-of-Grade assessments in grades 5-8 are immediately accelerated to the honors level course for that subject area (Math or ELA). Students in K-5 are also moved up grade levels for reading and math groups as needed (i.e. leaving their regular grade classroom for subject acceleration at a different grade and returning to their regular grade classroom for the other content for which they do not need above grade level access).

NOTE: Students do not need to be formally identified to qualify for subject acceleration.

7. Whole Grade Acceleration: Students are recommended for and granted whole grade acceleration on an individual needs basis. When a parent, teacher, or administrator recommends whole grade acceleration, a stakeholder team of the regular education teacher, parent(s), AIG Specialist, AIG Coordinator, school administration, and student is arranged. Once approved by the team, the student will be given the Terra-Nova Assessment (grades K-8), and the EOY state released assessment (grades 3-8). Teachers will also complete Gifted Rating Scales on the student. Based on student performance on these assessments and checklists, the team will determine if whole grade acceleration is appropriate. The final decision for whole grade acceleration lies with the principal of the school.

\*\*Students at the high school level are scheduled based on need, not grade, and are also given the option of CDM (described in continuum #6) for whole grade acceleration.

\*\*Additionally, students have the ability for early entrance to kindergarten when placement tests are completed successfully.

8. Individualized Plan: When necessary, individual learning plans are developed for students. A stakeholder team of regular education teacher, parent(s), AIG Specialist, AIG Coordinator, school administration, and student is arranged and together the team determines what element of education needs to be individualized for the student (i.e. academic, interest-based extensions, social-emotional).

9. Other Program Services: As needed, students are encouraged to take courses through the local colleges, participate in internships, and be placed in Encore subjects based on their talents and interests.

The range of services is provided to students throughout the district because the district believes in the philosophy of AIG all day, everyday; services and extended courses are made available to identified and highly-able students and teachers are consistently encouraged to adjust instructional practices, products, and expectations to meet the needs of their gifted learners.



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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.

As needed, the AIG Coordinator and AIG Specialists meet with school counselors to develop support groups and/or interventions for identified students (i.e. anxiety, perfectionism, academic maintenance, etc.).

A Social Emotional Curriculum, developed through research-based and state-made resources, is utilized throughout the district. The curriculum addresses similar topics K-8, and is implemented differently at the elementary, middle, and high school level.

\* Elementary level: AIG Specialists infuse social-emotional curriculum into pull-out/push-in sessions with identified and nurtured students.

\* Middle School level: AIG Specialist or locally gifted endorsed teacher meets with identified students during REACH/enrichment block to teach social-emotional curriculum.

\* High School level: High school AIG and nurturing students receive social and emotional services through advisory time where teachers tailor lessons through DESSA around their needs. An AIG Specialist serves as a counselor for identified and nurtured students and holds small group or individual interventions to address social-emotional needs as they arise.

The district also provides a local module (10 months) on Gifted Education with one month solely focusing on the social-emotional needs of gifted students. Through the module, teachers are provided with knowledge on these needs and resources to help address these needs.

The district has a flipbook on social-emotional needs available for parents of gifted students with knowledge, resources, and tips and advice for meeting social-emotional needs of their students. This flipbook is provided on the district website and provided to all parents at their student's DEP review. The district will also host two parent education classes focused on social-emotional needs of gifted students.

Professional development on the social-emotional needs of gifted learners is provided by the AIG Coordinator at the beginning of year professional development sessions for staff, and NC DPI Booster Shots and other social-emotional resources are located on the district professional learning website.

**\* Practice C**

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

The Understanding by Design (UbD) curriculum framework utilized by the district helps to align instructional programming and resources consistently throughout all sites. Within each UbD document, there is a Stage 3 Learning Plan. In the learning plan, curriculum designers note resources that are available for each unit. There is also a section for extension activities in each UbD Stage 3 Learning Plan. Many resources are digitally linked to the learning plan.

- \* Resources and activities that are unable to be digitally linked are available for all schools, even if they are not housed at each individual site.
- \* Resources specific to the AIG curriculum (PETS, Social Emotional Curriculum, PBLs) are available at each school site.
- \* Resources suggested as extensions by the AIG Department are inventoried by the AIG Specialists and transported to school sites as needed.

UbD documents are also used by AIG Specialists when planning the PBLs for pull-out/push-in services to ensure alignment between interest-based critical thinking and state standards and assessments.

- \* Rubrics for PBLs are built using district quarterly rubrics as a guide.

Consistent communication (i.e. data meetings, PLCs, early release day collaborative PD sessions) between AIG Specialists and teachers allows for access and sharing of resources as well as integration of gifted curriculum and extension of total instructional program to occur.

AIG instructional strategies are also included in the district \_Instructional Toolkit website designed to assist teachers in planning well-designed lessons using best practices.

The AIG Coordinator is a member of the District Instructional Leadership Team. Participation in this team ensures AIG services align with yearly district-wide programming initiatives and the district's strategic plan. The AIG Coordinator monitors the AIG department's role in all strategies and goals of the strategic plan, but with specific attention to strategies 2 (Core Instruction) and 3 (Support and Interventions). This involvement allows the AIG Coordinator to share and support use of resources from district initiatives with the AIG team, as well as advocate to ensure that the needs of gifted learners are considered in programming.

The AIG Coordinator also attends Instructional Coach meetings (regularly), administration meetings (as needed, but at minimum yearly), Board Meetings (as needed), and meets monthly with the Director of Equity, Support and Interventions to stay abreast of district needs and programs, and to ensure dialogue about AIG programming and services occurs at all levels, stakeholders are aware of the policies in place, and gifted programming is an integral part of the whole district plan.

**\* Practice D**

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

Flexible cluster grouping, defined by the district as “a group of gifted/identified students grouped together (4-10 students) in a mixed ability classroom,” is a practice employed at all schools in the district. Professional development on clustering was provided to principals and is reviewed at the yearly scheduling meeting. Research articles have also been provided to administration and staff on the benefits of cluster grouping.

\* Under this policy, teachers are expected to group students and differentiate for groups based on current unit needs. Many teachers adjust small groups each unit, but all groupings are reviewed at least quarterly.

To ensure flexible cluster grouping is continuously implemented and group data is frequently reviewed, the AIG Coordinator attends district level data meetings where benchmark data is reviewed, as well as meets with each PLC quarterly to discuss growth, placement, and grouping needs of AIG and high-ability students. District data (i.e. EVAAS,

observations, benchmark diagnostics) are also reviewed to determine which teachers are most effectively differentiating for and growing high-ability and/or identified students.

**\* 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 district has an AIG services brochure available to all staff, administration, and parents. The brochure outlines the possible identification of students and services that are provided to differentiate for these students.

Staff and administration are also provided with an outline of district pathways, explaining the flowchart of identification, Article 9B, and the continuum of services students could qualify to receive.

These documents are reviewed by the AIG Coordinator at the beginning of the school year meetings (either full staff or in PLC settings). The highlights of the plan and AIG programming for the upcoming school year are also reviewed during these meetings.

Teachers are notified through PowerSchool when new (or current) students are identified gifted.

Students' DEP files are housed in PowerSchool and with the AIG Coordinator and are reviewed at the beginning of the year with teachers and parents of those students.

The AIG Coordinator specifically communicates about enrollment accountability with site counselors at the start of each school year, and all enrollment of identified students is verified with the AIG Coordinator prior to placement in the district AIG programming.

**\* Practice F**

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

At the close of each school year, AIG specialists and teachers of identified students complete a confidential student information form where they are encouraged to share specific student needs, academic concerns or extensions, and strategies that have been successful for the student. This information is reviewed by the AIG Coordinator and pertinent information is shared by the AIG Coordinator with the students “next year” teacher and counselors at the start of the school year. During this meeting, teachers are also informed of the student’s identification and how their instruction will need to be tailored to meet this identification.

AIG specialists maintain communication through monthly meetings, allowing discussion of services and students to remain current. Transition meetings are held between elementary specialists and middle school specialists between 5th and 6th grade and between middle school specialists and high school specialists between 8th and 9th grade.

When students transfer schools within the district, AIG specialists communicate about specific needs of the student who is transitioning.

Academic based summer “transition” camps are held for rising 6th and 7th graders to help prepare and accclimate these students to their new schools and associated expectations. While the camps are open to all students, there is an “accelerated learning” strand which is targeted towards the needs of AIG and high ability students. For rising 8th grade students there is a transition event called “Bridge to Brown,” which also includes information on and activities related to advanced learning courses and services. These camps also provide time for orientation to the new setting, advisory activities, and building of peer relationships prior to the start of the school year.

**\* 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.

Acceleration of students in the district is determined through state standardized benchmarks assessments (Check-ins, EOG/EOCs, MCLASS) and classroom data (report cards, quarterly assessments). Students who achieve above the 80th percentile on any of these assessments, or fall into the top 20% of their demographic subgroup, have their data intentionally reviewed for one of the many accelerated options in the district. Hard cut-scores are not used for leveling of acceleration, but rather a comprehensive learner profile is considered and all stakeholders in the students academic realm are consulted on accelerated placement decisions.

\*\* Students may fall into more than one acceleration category within a school calendar year, and/or over their academic career.

The following acceleration levels exist in the district:

Level 1: Differentiation within the Regular Classroom

\* Teachers utilize extensions from curriculum documents and discussion in PLC meetings to differentiate for high-ability students in the regular classroom.

Level 2: Compacted Curriculum

\* A compacted Honors curriculum is used in Math and English-Language Arts to compact 6th and 7th grade standards and 7th and 8th grade standards. Students must have scored a minimum of a Level 4 on their previous year EOG or have a demonstrated need for more advanced coursework, and have a teacher and/or parent recommendation to be placed in the compacted honors courses.

Level 3: Subject Acceleration

\* Placement in “grade level up” classroom for specific subject areas is used at the elementary level to challenge students who are far above grade level in comparison to their current peer group (i.e. a first grader who is far above grade level would attend second grade reading groups to have their needs met).

\* Students who achieved a minimum percentile score of 70% on their 7th grade Math and/or Reading EOG have the ability to take Math 1 and/or English 1 in middle school. Interest letters are sent to parents and teacher recommendations are requested for these students. Parent and student agreement forms are signed for students receiving high school subject acceleration in middle school.

\* Students at the high school level are able to take coursework based on readiness not grade. All scheduling decisions involve students, parents, and counselors.

Level 4: Grade acceleration

\* Students who do not have needs met through previous acceleration levels can be recommended for grade acceleration. A team is developed to evaluate student data and standardized tools are used to assess the student’s readiness (i.e. Terra-Nova, Naglieri Nonverbal Assessment, state developed standardized assessments and released EOGs). Students must show proficient ability (75th percentile or higher) for the next grade level in both Math and Reading to be considered for grade acceleration.

\* Early entrance to kindergarten is possible when students successfully complete beginning of the year placement testing for Kindergarten at a proficient level (75th percentile or higher).

\* High school students have the option for dual enrollment, to take distance-learning courses through local universities.

\*\* Grade acceleration decisions are made by a team of regular education teachers, AIG specialists, parents, AIG Coordinator, and administration. Final decisions for grade acceleration rests with the site administration. Disputes for decisions are sent to the AIG Coordinator and District Superintendent for further review if necessary.

Level 5: Credit by Demonstrated Mastery (CDM)

\* Students at the high school level are given the option of CDM if they desire to exempt a required high school course. Students completing CDM must pass the state test for that subject area with a 90% or higher as well as complete a performance task for the subject area at an accomplished level.

\*\* Differentiated Education Plans are developed for AIG students at level 2 and 3 of the acceleration plan. Individualized Differentiated Educational Plans are developed for students at level 4 and 5 of the acceleration plan.

#### **\* 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.

The district employs three intentional strategies to promote equity and excellence by broadening access to advanced learning opportunities for underrepresented populations (which in this district include African-American, ELL, and economically disadvantaged subgroups):

1. Identification testing using the Naglieri Nonverbal Assessment Test (research-proven to locate potential in African American and ELL populations).
2. Multiple Pathways for Identification (a national best practice for identification of CLED and other underrepresented populations).
3. Talent Development (location and service of students who show the potential to perform at substantially high levels when compared with others of their age, experiences, or environment, even when standardized testing measures do not formally identify the child).

\* The Talent Development philosophy is employed throughout district AIG programming. Using this philosophy, the district creates a net of need by determining which students fall in the top 20% of their demographic subgroup. AIG specialists then meet with teachers to determine which students in the top 20% group have shown potential for giftedness.

\*Students not meeting the top 20% net are also considered when they show critical thinking ability beyond standardized testing scores. “On the radar” lists are made of all students in the top 20% of their demographic subgroup, so these students can be monitored throughout their academic career.

\*Middle school and high school counselors are made aware of the students in the talent development group so they can intentionally help them schedule courses that will challenge them and meet their needs.

\*\* To support the Talent Development Philosophy, the curriculum utilized is built through the Problem-Based Learning Framework, which is research proven to better meet the academic mindsets of students in underrepresented populations as well as increase the engagement and learning of ALL students.

\*\*To support the implementation of the Talent Development Philosophy, research in and training of culturally relevant practices specific to Talent Development are in place.

\*The district's model for Talent Development has been researched and is based on culturally relevant practices. Knowledge gained through this research and experiences is shared with staff during PLC meetings and through the local module on gifted education.

\* The district has also trained their administration and other staff in Racial Equity through the Racial Equity Institute to ensure the reason behind Talent Development and the need to address underrepresented populations is clear.

To ensure all stakeholders receive communication about the implementation of talent development, AIG specialists meet with teachers and administration regularly, hold focus groups with parents in the district, and communicate with parents of Talent Development students, translating documents as needed. Feedback on the process of implementing talent development is collected through both parent and teacher surveys at the close of each school year and adjustments to the policy are recommended as needed.

#### **\* Practice I**

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

Clubs: The following clubs are available for students and are meant to attend to student needs, provide engaging experiences, and develop well-rounded students through hands-on learning, service opportunities, and positive competition.

**Elementary School Level:**

- \* Robotics/STEM (Students present final Robotics and STEM projects at the close of the school year.)
- \* Student Council (Students have the opportunity to be elected to various positions and develop leadership skills through giving input in making school-based decisions)
- \* Safety Patrol (Students apply for a leadership position to lead through monitoring safety in the hallways)

**Middle School Level:**

- \* Battle of the Books (Students compete annually in March.)
- \* Robotics/STEM (Students compete at Robotics competition at the end of the semester.)
- \* National Junior Honors Society (NJHS) (Students complete monthly service hours in the community and are required to maintain high academic and behavioral standards.)
- \* Art Club (Students develop products shared at local events and around the school and district.)
- \* Anime Club (Students develop products shared at local events and around the school and district.)
- \* Yearbook (Students collaborate to document school events and assist in organizing the school yearbook)
- \* Dance Club (Students develop routines to perform at local events and around the school.)
- \* Band Club (Band is offered one semester, so students can participate all year through club)
- \* Quiz Bowl (Students meet after school to practice for a trivia-style competition with Social Studies information to compete against other schools at a regional event)
- \* Future Farmers of America (Students meet during and after school to elect positions in their local chapter, learn parliamentary procedure, and plan community events)

**High School Level:**

- \* NHS (Students complete monthly service hours in the community and are required to maintain high academic and behavioral standards.)
- \* Beta Club (Students complete monthly service hours in the community and are required to maintain high academic and behavioral standards.)
- \* Robotics (Students compete multiple times throughout the year.)
- \* Math Team (Students compete annually at Lenoir-Rhyne University.)
- \* Science Club (Students do in-depth labs on scientific subjects of interest, meet with professionals in the field, and engage in service and leadership opportunities)

## District Service Learning

- \* **AIG Holiday Event:** Families of identified and talent development students come together to donate and wrap gifts for families in need. NHS students from the high school volunteer to help sort and organize gifts to go out to individual students at the various elementary schools. Middle school AIG students deliver the presents and complete holiday activities with the elementary students receiving the gifts.
- \* **Special Olympics-Middle School students in the Junior National Honors Society partner with Special Olympics athletes, mentoring them for several weeks in the classroom, participating in collaborative activities, and support them at the games.**
- \* **Relay for Life:** Students in the program are invited to participate in the annual community Relay for Life event. Students and their families donate to the event, work at the event, and walk throughout the event.
- \* **Mentoring:** Students at the middle school and high school level participate in weekly mentoring with students younger than them. Mentors serve as role models for their mentees, work on homework with them, and discuss concerns about life.

## Other Opportunities

- \* **Rube Goldberg:** The AIG Department holds an annual Rube Goldberg event for students and their families where participants use random materials to create a machine. A showcase of machines is held at the end of the event.
- \* **Young Authors:** Students in the AIG program are highly encouraged to participate in the state (fall) and local (spring) Young Authors writing competitions. Each writing competition has a presentation component (fall- Open Mic event at the local high school, and spring- presentation at the local board meeting and graduation ceremonies).
- \* **Writing and Art Contest-Students in the AIG program are highly encouraged to participate in the district writing and art contest held each spring. Contest winners at each grade level have their work published in a district book.**
- \* **Research Gala:** Students in the AIG program complete End-of-Year research projects and come together (grades 2-8) to present projects in May. The EOY projects mirror senior project expectations.
- \* **Scientist for the Day:** High-ability students are invited to participate in the Scientist for the Day event at the local research campus. During this event students “shadow” scientists and get to participate in hands-on experiments. Scientist for a Day events are offered multiple times throughout the school year.

Communication about these opportunities is shared through AIG newsletters, social media, and email communication.

**\* Ideas for Strengthening the Standard**

After implementing a social emotional curriculum in the previous plan, the district will be working to assess and update that plan during this current plan cycle. The district is also considering how to best utilize the existing DESSA data and resources in the middle grades to provide more focused SEL instruction to AIG students. In elementary services, the district will also look at the push-in model in future years. The district team is in the process of focusing on the transition periods of a student's educational journey through the use of Google Spreadsheets where teachers share pertinent information about students in advanced classes with future teachers. This information on this spreadsheet is confidential is maintained by the AIG Coordinator, and only information essential to the students' transition will be shared with future teachers. The district's previous model for transition camps has been modified to work with existing camps run by the district. In this new model, there will be an advanced learning strand where students are exposed to the academic expectation of the grade they are going into, as well as participate in advisory activities with peers. These are all updated items and will require intentional attention by the AIG Department to implement successfully.

**Planned Sources of Evidence**

* District Certified List
* AIG Planning Request Form
* AP Academy Overview
* Elementary Principals AIG Overview Training
* Profiles of Gifted Students Article
* Elementary Teachers AIG Overview PPT
* Article 9B
* Services Brochure
* Pathway Plan
* 8th Grade Math 1/English 1 Letter
* Parent Flipbook

* AIG/Talent Development Parent Survey-English
* AIG/Talent Development Parent Survey-Spanish
* AIG/Talent Development Student Survey-Elementary
* AIG/Talent Development Student Survey-Middle
* AIG Talent Development Student Survey-High

Documents		
Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	<ul style="list-style-type: none"> <li> <a href="#"><u>District Certified List</u></a></li> <li> <a href="#"><u>AIG Planning Request Form</u></a></li> <li> <a href="#"><u>AP Academy Overview</u></a></li> <li> <a href="#"><u>Elementary Principals' AIG Overview/Training</u></a></li> <li> <a href="#"><u>Profiles of Gifted Students Article</u></a></li> <li> <a href="#"><u>Elementary Teachers AIG Overview PPT</u></a></li> <li> <a href="#"><u>Article 9B</u></a></li> <li> <a href="#"><u>Services Brochure</u></a></li> <li> <a href="#"><u>Pathways</u></a></li> <li> <a href="#"><u>8th Grade Math 1/English 1 Parent Letter</u></a></li> <li> <a href="#"><u>Parent Flipbook</u></a></li> </ul>

 [AIG/Talent Development Parent Survey-English](#)

 [AIG/Talent Development Parent Survey-Spanish](#)

 [AIG/Talent Development Student Survey-Elementary.](#)

 [AIG/Talent Development Student Survey-Middle](#)

 [AIG/Talent Development Student Survey-High](#)

Standard 3: Differentiated Curriculum and Instruction

**Kannapolis City Schools (132) 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.

The district utilizes the Understanding By Design framework for curriculum planning along with the North Carolina Standard Course of Study. Understanding By Design units are developed for all courses by certified district staff and are available for all teachers on the district website. All units on the district curriculum site include an extension section where resources, tasks, Problem Based Learning projects (PBLs), or further learning activities are located. These documents are used as the baseline for differentiation when teachers need extensions in their own classrooms.

The district also recommends teachers allow students to test out of content based on mastery (using rubrics, checklists, pre-assessments, and strategies such as Most Difficult First), utilize small groups to differentiate for student needs, and provide independent projects for students who have shown mastery of content. To provide assistance for classroom teachers, the AIG Coordinator meets with PLC teams regularly to review available extensions, determine necessary extensions to curriculum, and to help develop performance tasks and assessments that differentiate for student needs. The AIG Coordinator and AIG specialists are also available to co-teach or model lessons if requested by teachers/administration.

In addition to classroom differentiation at all grade levels, students in the AIG program are provided opportunities for critical thinking extensions, PBLs, and curriculum extensions throughout their academic career.

\* Elementary K-3: Students use the Primary Education Thinking Skills curriculum to build critical thinking skills and

work on problem-solving methods. The PETS curriculum utilizes both whole class and small group instruction to expose students to critical thinking.

\* Elementary 4-5: Students use the Problem-Based Learning Curriculum written by district curriculum specialists to build critical thinking skills and work on problem-solving methods. Each grade level curriculum has six PBL units that extend and enrich the standards being taught in the regular classroom at that time. A progression of tiered Math Olympiad problems developed with the district math specialist is provided weekly, and math and reading extensions, as well as independent study, are also used with students in between and within PBL units in 4th and 5th grade.

\* Middle School: Students receive advanced content curricula in Math and ELA as needed. The curriculum uses the NCSCOS as the baseline for instruction and employs critical thinking, problem-solving, and other research-based instructional methods to increase the depth and breadth of the state standards.

\* High School: Students receive advanced content curricula in all content areas as needed. The curriculum uses the NCSCOS as the baseline for instruction and employs critical thinking, problem-solving, and other research-based instructional methods to increase the depth and breadth of the state standards. Students at the high school level are also involved in mentoring, peer counseling, and internships based on their areas of interest.

#### \* **Practice B**

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

District staff (including AIG Specialists) are strongly encouraged to differentiate instruction by providing rigor, depth, complexity, sophistication, and abstractness to their lessons. One support for these intentional changes is provided through the AIG Coordinator's role in the district's strategic plan to lead staff development on meeting the needs of gifted learners, such as through the "Stepping Up Your Instructional Game" presentation. The PPT is shared with all staff at beginning of year PLCs and is a foundation for one of the modules in the local gifted education professional learning module. The PPT discusses where and how teachers can differentiate by adjusting pace, product, delivery, depth, breadth, and grouping.

The district also has an Instructional Support Website where multiple strategies for increasing engagement, motivation, and rigor are provided. There is a specific tab on the website for Strategies for Advanced Learners. Specific instructional strategies for high-ability learners shared on the website include: extension menus, choice boards, socratic seminar, playlists, tiered learning matrixes, RAFT writing, Most Difficult First test out strategy, extended dialogue, vocabulary cartooning, and small group discussion strategies of Conver-stations, chat stations, and discussion dice.

Staff are also encouraged to utilize independent study, Genius Hour and MakersSpace as instructional practices for meetings students' interests and learning profiles. These resources are shared with staff at BOY grade level meetings and are planned on an as needed basis throughout the school year.

Additionally, the district has an ACT/SAT Preparation course available for high school students in Canvas. Students who are interested in preparing for their ACT/SAT are encouraged to become members of the Canvas course and work through the course at their own pace. Two "module crash course" sessions are offered for students outside of school hours (one in the fall and one in the spring), as well as additional ACT prep days, to assist with working through the module and/or answering any questions students might have. The AIG Coordinator and the High School AIG Specialist are available to assist students in ACT/SAT preparation as requested.

**\* Practice C**

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

District staff are provided with access to both research-based instructional resources and research-based professional resources.

1. Instructional Resources: Instructionally, the district provides the following resources for teachers to use with high-ability students:

\*Reading- William and Mary Curriculum

\*Math- Open Up, NC2ML, Investigations, Singapore Math, Challenge Math

\*Other- Primary Thinking Skills Curriculum, Odyssey of the Mind

\*\* All district staff also have access to the AIG library where advanced novel sets for each grade level are housed. AIG Specialists have lists of the novels that have been purchased and sign-out the novels to teachers on an as needs basis.

2. Professional Resources: Professionally, the district has the following resources available for check-out:

\* Teaching Gifted Kids in Today's Classroom by Dina Brulles

\* The Power of Self-Advocacy for Gifted Learners by Deb Douglas

\* A Parent's Guide to Gifted Children by James Webb

When fitting, links and or references to these resources are made on curriculum documents and/or in PLC meetings. Teacher input is also gathered on a yearly basis and recommended resources are purchased for the upcoming and/or

current school year once they are reviewed by the district curriculum team, AIG Coordinator, and the Director of Equity, Support, and Interventions.

**\* Practice D**

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

The district curriculum leaders understand the need to foster critical thinking, communication, collaboration, creativity, curiosity, and leadership in their students and encourage growth in these areas by including engaging lessons and real-world performance tasks and assessments on curriculum documents. Specifically, the AIG specialists in the district include PBLs, Socratic Seminars, Math Olympiad problems, logic puzzles, and collaborative projects regularly in their instruction.

The district also offers the following courses to increase students' abilities in creativity, communication, collaboration, curiosity, and critical thinking:

- \* STEM (K-12)
- \* Odyssey of the Mind (6-8)
- \* Speech and Debate (6-8)
- \* Computer Science Discoveries/Robotics (6-8)
- \* Exploring Health Sciences (6-8)
- \* Life Skills: Exploring Interpersonal Relationships and Childcare (7th)
- \* Exploring Carpentry (7th)
- \* Exploring Electrical Trades (8th)
- \* Project Lead the Way Engineering (9-12)
- \* Job shadowing/Internships (9-12)
- \* Peer Internship with Independent Learning Center (11-12)

The district promotes future ready skills and leadership in their students through community service projects.

- \* Mentoring (7-12): Students in grade 7-8 mentor elementary students on a regular basis, playing games, completing homework, and creating art together. Students in grades 9-12 mentor middle school students and elementary school students on a regular basis, helping to teach Physical Education classes and working with students on goal-setting and skill building for their future.
- \* AIG Holiday Event (K-12): This event encourages families of talent development and/or identified students to donate presents to local students in need. Families come together and wrap presents and create holiday greeting

cards. NHS student volunteers organize donated gifts, the holiday cards are given to residents in local nursing homes, and 7th and 8th grade students deliver the presents to students in the community through “holiday centers” the week prior to December break.

The district also holds two AIG family events to promote real-world skills:

- \* Rube Goldberg Event: Families come together and use random materials to create machines that will complete simple tasks. Families present their machines in a mock competition.
- \* Presentation Gala: Students in grades 3-8 work on projects that mirror expectations of the previous NC graduation project. These presentations are shown at the EOY Gala. Students in grades K-12 and members of the community are welcome to attend.

**\* Practice E**

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

Flexible grouping of students is a district expectation. All grade levels meet weekly in PLCs to discuss formative and summative assessments and curriculum practices. Additionally, the AIG Coordinator or specialist meets with all district PLCs on a quarterly basis to intentionally discuss high-ability and/or identified students. During these data meetings, teams discuss data from mCLASS, district benchmarks, iReady, Fastbridge, state check-ins, PETS assessments, and classroom assessments and/or observations and how to effectively use this data to regroup students and differentiate for their needs.

Many PLCs regroup students each unit, but all PLCs are required to consider regrouping needs quarterly. Many PLCs also have students cross-team within the grade level to effectively implement flexible grouping practices.

High school students are also encouraged to meet with the high school AIG specialist to share their own observations of their performance and provide insight into how their needs could be better met through grouping practices.

**\* Practice F**

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

The district utilizes a social-emotional curriculum, provided by AIG Specialists, for identified students K-8. The curriculum has five units:

1. What it Means to Be Gifted
2. No One is Perfect
3. WOW...Life Can Be Intense
4. How to Be a Good Friend
5. Being a Successful Human

Each unit addresses an essential question and works on a social-emotional skill set through growth mindset activities, advisory, writing, and personal and group reflection.

The social-emotional curriculum is provided through the following avenues:

- \* K-5: Social-emotional curriculum is infused with the PETS and PBL curriculum utilized during small group pull-out/push-in sessions.
- \* 6-8: Social-emotional curriculum is taught during an enrichment/REACH block at least twice a week for identified students.
- \* 9-12: All teachers also infuse social-emotional learning into their daily flex block/homeroom course through the use of MTSS resources. Small group sessions with the high school AIG Specialist/Guidance Counselor on an as-needed basis..

The resources used to develop the curriculum and implement instruction with students include, but are not limited to:

- \* 101 Success Secrets for Gifted Kids by Christine Fonseca
- \* I'm Not Just Gifted: Social-Emotional Curriculum for Gifted Kids by Christine Fonseca
- \* Learning to be a Durable Person by Mary Hennefent
- \* The Grit Guide for Teens by Caren Baruch-Feldman
- \* The Gifted Teen Survival Guide by Judy Galbraith
- \* The Survival Guide for Gifted Kids by Judy Galbraith

AIG Specialists are provided with copies of each of these resources, and copies are available for sign-out if requested by other staff in the district. The district also provides access to brochures on specific social-emotional needs of gifted children and resources from the MTSS framework.

Additionally, the district holds transition camps for rising 6th, rising 7th, and rising 9th graders to work on social-emotional needs and peer support prior to moving into a new building.

**\* 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.

The district utilizes the Primary Thinking Skills (PETS) Curriculum for early intervention and talent development in K-3 students.

The PETS curriculum is implemented in four phases:

\* Phase One: The AIG Specialist begins each school year working with ALL 1st-3rd grade students in a whole class setting [Kindergarten students are assessed on an as needs basis. Discussion about kindergarten students occurs at the start of each phase]. Using the introductory PETS lessons, the AIG Specialist exposes all students to critical thinking skills. While the AIG Specialist teaches the lesson, the regular classroom teacher observes students and completes the PETS observation checklist. After the cycle of introductory lessons is complete, the AIG Specialist and regular education teacher compare observations and discuss how to best meet the needs of each student.

\* Phase Two: Using the PETS assessment data, state required progress monitoring data, and other classroom observations, the AIG Specialist, AIG Coordinator, and regular education teacher develop a list of students who need to be challenged through small group nurturing services. This group receives small group instruction for the next set of PETS lessons.

\* Phase Three: Using MOY data, the AIG Specialist, AIG Coordinator, and regular education teacher review the current group of grade-level students. Reassessment lists are created (including the current group of students and any other students who showed potential during the quarter). Students in the reassessment group complete the next set of PETS lessons with the AIG Specialist. The AIG Specialist completes the PETS checklist during this reassessment process and shares results with the regular education teacher at the end of the reassessment process.

\* Phase Four: Students who performed well on the reassessment remain in the small group setting with the AIG Specialist for the final PETS cycle of lessons. During Phase Four, instead of PETS lessons, 3rd grade students only (K-2 students continue to utilize the PETS curriculum) receive specific instruction on picture analogies to prepare for the Naglieri Nonverbal Assessment screener and complete a PBL project for the AIG Gala Event.

Each quarter (and in between the quarter as needed), the AIG Specialist meets with K-3 teachers to discuss classroom interventions and extensions that would be beneficial for students with high potential or advanced achievement. Students who are exceeding grade level expectations in comparison with their peers (i.e. extensions would be individual) have the ability to move up to the next grade level for the content area needed.

**\* 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.

Differentiation of curriculum and instruction is a non-negotiable in the district. To ensure differentiation of curriculum is a continuous discussion, the AIG Coordinator is present at PLC planning meetings, attends District Instructional Coach meetings, meets with principals and assistant principals at monthly Curriculum and Instruction meetings, and ensures the district curriculum focus of the “KCS Instructional Leadership Team” (including members of all departments and school sites) can address the academic and intellectual needs of gifted learners across grade levels.

AIG specialists meet regularly with teachers to develop and implement differentiated curriculum. The middle school Advanced Learning Coach attends weekly PLC meetings with teachers to analyze student data and assist with differentiating for advanced learners. Middle school AIG specialists plan with honors teachers to discuss appropriate curriculum adjustments and share resources. Elementary AIG Specialists meet regularly with teachers to discuss flexible grouping, student data and needs, and academic and intellectual strategies for differentiation.

These collaborative relationships allow:

- \* Consistent discussion across the district regarding differentiated curriculum.
- \* Conversation to help shift the district mindset about differentiating for the gifted learner (i.e. Are students being given the chance to develop their potential? Are students given the chance to test out of content they have mastered? Are we putting extensions in place to challenge students beyond proficiency levels to growth?).
- \* Connection between the AIG Coordinator, AIG Specialists, and all instructional personnel in the district.
- \* An avenue for the AIG Coordinator and AIG specialists to advocate for the needs of the gifted child.

**\* 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.

The district has a Differentiated Education Plan (DEP) for all students who are identified as IG, AR, AM, AG, or AIG according to district pathways. This DEP will be completed in PowerSchool beginning in 2022, and it is printed, given to parents to review and stored in students' AIG folders that the AIG Coordinator maintains. It includes:

- \* Student ID, school name and current year
- \* Current area of identification and AIG placement date and DEP start date
- \* Differentiation options that will best meet the student's needs
- \* Student goals
- \* Parent goals for/concerns about the student
- \* Signatures of involved parties

The DEP is reviewed with parents or guardians at the start of each school year through parent conferences, phone conferences, and through electronic communication. The AIG Coordinator, AIG Specialist, regular education teacher, and parent/guardian is involved in the DEP review process. At the close of the school year, the AIG Coordinator updates data into each student's DEP and schedules meetings with parents of students who did not meet their yearly progress goals.

At the start of services and the beginning of each grade through 9th grade, parents and students review and adjust DEP goals. The high school AIG Specialist also specifically reviews DEPs of 8th grade students prior to high school registration and meets with each identified student individually to develop an appropriate high school schedule. The high school AIG Specialist also maintains the record of the student's high school pathway, SAT and ACT scores.

Additionally, students in K-5 who are receiving gifted services receive quarterly progress reports along with their regular classroom report cards to express academic and social-emotional progress that students are making. These progress reports explain quarterly Academic and SEL tasks, incorporated standards, and note whether the student is currently meeting the program requirements, in need of progress monitoring, or in need of a different service option. Students could be progressed monitored or in need of a different service option because the AIG services are too challenging or not challenging enough. Students in 6-8 do not receive an additional AIG progress report with their report card because AIG services are a graded course already present on their report card.

#### **\* Ideas for Strengthening the Standard**

As the district works towards full implementation of this standard, the AIG department needs to continue to develop the district social-emotional curriculum by gathering evidence to evaluate services in place and research lessons to help social-emotional skill building in gifted students. The district plans to work with Dr. Makel to evaluate current programming and make revisions to meet goals, and will also explore making use of DESSA resources in the process.

The district also intends to develop curriculum documents further at all grade levels to reflect these revisions once they are made. This plan cycle, the district will begin keeping DEPs in PowerSchool. While state assessment data can also be accessed in PowerSchool, the Coordinator will keep spreadsheets of historical local and state assessment data, and will review this when creating DEP goals with specialists and communicating with parents. The AIG Coordinator will need to hold AIG Specialists accountable for completing the annual DEP review, goal setting, and data collection. The district will also explore the option of creating progress reports for K-3 Nurturing students.

**Planned Sources of Evidence**

* 4th Grade PBL and SEL Curriculum
* 5th Grade PBL and SEL Curriculum
* MOEMS Problem Sequence
* Stepping Up Your Game PPT
* AIG Social-Emotional Curriculum
* Gifted/Nurturing Progress Report

Documents	
Type	Document/Link
AIG Standard 3 Additional Resources	<p>N/A</p> <p>  <a href="#"><u>4th Grade PBL and SEL Curriculum</u></a>   <a href="#"><u>5th Grade PBL and SEL Curriculum</u></a>   <a href="#"><u>MOEMS Problem Sequence (4-5)</u></a>   <a href="#"><u>Stepping Up Your Game PPT</u></a> </p>

 [KCS AIG Social-Emotional Curriculum Map](#)

 [AIG/Nurturing Progress Report 4-5](#)

Standard 4: Personnel and Professional Development

**Kannapolis City Schools (132) 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.

The district employs an AIG-Licensed educator as the lead coordinator of the district. As a licensed AIG Coordinator, the job description includes:

- \* Facilitating PLCs with AIG Specialists in the district.
- \* Development and teaching of local gifted professional learning module.
- \* Providing professional learning opportunities for district staff.
- \* Utilizing the PBL curriculum with 4th and 5th grade AIG and Talent Development students through weekly pull-out/push-in classes of 90 minutes.
- \* Utilize the district Social-Emotional curriculum throughout the service continuum, providing SEL lessons for on average 25% of the service time.
- \* Developing the PBL curriculum for district AIG program.
- \* Developing the SEL curriculum for district AIG program.
- \* Attending district PLCs and helping teachers plan for differentiation, extension, and grouping of high-ability students.
- \* Overseeing the screening, referral, and identification processes in the district.
- \* Communicating with school testing coordinators and monitoring the AIG testing process.
- \* Maintaining documentation on identified and talent development students (DEP, testing letters, etc.).
- \* Creating and monitoring review of district DEPs.
- \* Attending regional and state conferences and professional learning on gifted education.

- \* Serving on the district Instructional Leadership Team.
- \* Updating the AIG strategic plan document and reviewing it with the Assistant Superintendent.
- \* Developing and maintaining an advisory board within the district.
- \* Organizing yearly family events for the AIG community.
- \* Providing newsletters for AIG parents, at minimum once a semester.
- \* Monitoring implementation of program services.
- \* Communicating with counselors regarding scheduling of identified students.
- \* Monitoring budget as used for resources, professional learning, and AIG Specialist needs.
- \* Maintaining the district AIG website and providing support to other district webpages as requested.
- \* Reviewing district forms on a yearly basis and adjusting as necessary.
- \* Developing teacher and parent surveys, collecting, and disseminating survey data.
- \* Facilitating talent development implementation and maintaining documentation of subgroup data.
- \* Meeting with district Curriculum and Instruction team, administrators, and instructional coaches regularly.
- \* Writing, monitoring implementation of, and revising the district AIG Plan.
- \* Reporting to the Superintendent, Assistant Superintendent, Director of Equity, Support and Interventions, and Local School Board as requested.

**\* Practice B**

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

The district employs six AIG-licensed specialists (1 elementary level, 4 middle school level, and 1 high school level). The job descriptions include:

- \* Lower Elementary Specialist:
  1. Work with K-3 students in whole class and small group settings.
  2. Utilize the PETS curriculum with K-3 students, serving kindergarten students for 30 minutes/week as necessary per site, 1st grade students 45 minutes/week, 2nd grade students 60 minutes/week, and 3rd grade students 75 minutes/week.
  3. Utilize the district Social-Emotional curriculum throughout the service continuum, providing SEL lessons for on average 25% of the service time.
  4. Communicate with parents to keep informed of student progress, student concerns, and academic

needs/planning.

5. Attend to needs as necessary per site as requested by administration.
6. Communicate with the AIG Coordinator regarding student transfers, referrals, DEP documentation, and other needs as they arise.
7. Plan with the AIG Coordinator on a minimum quarterly basis.

**\*Middle School Specialist-Advanced Learning Coach**

1. Work with teachers in grades 6-8 to support the needs of advanced learners in all courses.
2. Continue to develop and monitor the implementation of Advanced and Honors ELA and Math curriculums, Math 1 and English 1 curriculums, and the AIG SEL curriculum.
3. Provide core instructional support and develop and recommend resources to support differentiation for advanced learners.
4. Assist with developing the schedule for Advanced and Honors courses.
5. Provide professional learning opportunities for middle school staff.
6. Communicate with parents to keep informed of student progress, student concerns, and academic needs/planning.
7. Attend to needs as necessary per site as requested by administration.
8. Communicate with the AIG Coordinator regarding student transfers, referrals, DEP documentation, and other needs as they arise.
9. Plan with the AIG Coordinator on a minimum quarterly basis.

**\* Middle School Specialist ELA:**

1. Work with students and teachers in grades 6-8 in the content area of English-Language Arts (teach two 6th grade courses, teach two 7th grade courses).
2. Utilize and assist in writing the honors curriculum for 6th-8th grade ELA.
3. Recommend resources to support the district honors ELA curriculum.
4. Provide tutoring sessions for low-performing high-ability students as needed to support their growth in ELA.
5. Communicate with parents to keep informed of student progress, student concerns, and academic needs/planning.
6. Attend to needs as necessary per site as requested by administration.
7. Communicate with the AIG Coordinator regarding student transfers, referrals, DEP documentation, and other needs as they arise.
8. Plan with the AIG Coordinator or Advanced Learning Coach on a minimum quarterly basis.

\* Middle School Specialist Math:

1. Work with students and teachers in grades 6-8 in the content area of Math (teach two 6th grade courses, teach two 7th grade courses, and facilitate teaching of all Math 1-8th grade courses).
2. Utilize and assist in writing the honors curriculum for 6th-8th grade Math.
3. Recommend resources to support the district honors Math curriculum, specifically helping to merge the honors curriculum with the current district math resource.
4. Provide tutoring sessions for low-performing high-ability students as needed to support their growth in Math.
5. Communicate with parents to keep informed of student progress, student concerns, and academic needs/planning.
6. Attend to needs as necessary per site as requested by administration.
7. Communicate with the AIG Coordinator regarding student transfers, referrals, DEP documentation, and other needs as they arise.
8. Plan with the AIG Coordinator or Advanced Learning Coach on a minimum quarterly basis.

\* Middle School Specialist Encore:

1. Work with students and teachers in grades 6-8 to develop the social-emotional needs of gifted children (teach, and/or support the practice of the teachers who are teaching, the two social-emotional classes per week, per grade level during the school enrichment/REACH block).
2. Meet with teachers, students, parents, and guidance counselors as needed to address social-emotional concerns of gifted students.
3. Teach AIG specific Encore options of Speech and Debate and Odyssey of the Mind (two classes per grade level taught both 1st and 2nd semester).
4. Utilize and assist in writing the curriculum for Speech and Debate and Odyssey of the Mind.
5. Recommend resources to support the district social-emotional and Encore curricula.
6. Communicate with teachers and parents to keep informed of student progress, student concerns, and social-emotional needs.
7. Attend to needs as necessary per site as requested by administration.
8. Communicate with the AIG Coordinator regarding student transfers, referrals, DEP documentation, and other needs as they arise.
9. Plan with/review curriculum with the AIG Coordinator or Advanced Learning Coach on a minimum quarterly basis.

\* High School Specialist:

1. Work with identified and high-ability students in grades 9-12 to develop appropriate schedule choices.

2. Meet with students in grades 9-12 to support social-emotional needs and concerns as needed.
3. Meet with honors and AP teachers and facilitate instructional development as needed.
4. Develop, revise, and maintain the AP Academy program (documentation, scheduling, curriculum monitoring, parent communication, teacher training).
5. Communicate with parents to keep informed of student progress, student concerns, and social-emotional needs.
6. Keep students aware of and help students with scholarship opportunities.
7. Assist with Governor's School application and acceptance process.
8. Attend to needs as necessary per site as requested by administration.
9. Communicate with the AIG Coordinator regarding student transfers, referrals, DEP documentation, and other needs as they arise.
10. Plan with/review high school needs with the AIG Coordinator on a minimum quarterly basis.

All of the district specialists are expected to meet eight times a year as an AIG Department PLC to review and monitor district implementation of AIG services. During these sessions, current research and professional learning sessions are shared. AIG Specialists are expected to meet with teachers as necessary to plan and collaborate with their colleagues to strengthen instructional practices in the regular classroom. Additionally, AIG Specialists are highly encouraged to attend conferences and engage in professional development offered at the regional, state, and national level.

**\* 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.

All district staff receive beginning of year expectation review through staff meetings and/or PLC/Curriculum meetings at the start of the school year. During these meetings, student identification, referrals, testing and screener procedures, curriculum overview, and AIG Specialist roles are reviewed. The AIG Coordinator also reviews differentiation and flexible grouping requirements of the district during these meetings, sharing a communication form where teachers can request support at any time from the district specialists.

In alignment with the strategies of the 2020 district strategic plan, the AIG Coordinator also collaborates with the Assistant Superintendent, Director of Equity, Support, and Interventions, and MTSS Coordinator to ensure that, where

appropriate, professional development provided to all district personnel provides training related to supporting gifted learners.

Additionally, all staff in the district have the opportunity to complete the local gifted professional learning module on gifted education and gifted students. The coursework is a 10-month hybrid (partially online and partially face-to-face) course with the following modules:

1. Gifted 101: Introduction to Gifted Policies and Practice
2. Social-Emotional Needs of Gifted Children
3. Addressing Different Learning Styles Through Choice
4. Increasing Rigor in the Classroom
5. Growth Mindset
6. Tailoring Instruction Through Differentiation
7. Parenting a Gifted Child
8. Problem-Based Learning and Technology
9. Being an Advocate for Gifted Children
10. Taking the Gifted Education Praxis

To monitor staff needs in professional learning regarding gifted education, all certified district staff are surveyed on an annual basis to determine professional learning needs for the upcoming school year. The AIG Coordinator and AIG Specialists provide these professional learning sessions as needed.

**\* 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.

To meet the needs of gifted and high-ability learners on a regular basis, administrators are highly encouraged to either:

1. Place gifted clusters of students with teachers who have their state AIG certification or have completed the local professional learning module.

OR

2. To recommend teachers with gifted clusters of students complete the local professional learning module.

\*\* When clusters of gifted students are placed with non-certified teachers, the AIG Coordinator provides intentional professional training throughout the year in PLCs on differentiation, best instructional practices for gifted students, effective grouping, and choice product development to ensure the teacher understands how to make instructional adjustments to meet needs of their gifted students.

At the start and end of each school year administration in the district are provided a list of state certified and locally trained staff. The school board is provided with the same list at the end of each school year and teachers who complete the local professional learning module are recognized at the closing board meeting each school year. The list of state certified and locally trained teachers is also provided on the district website for parent knowledge. Staff with gifted knowledge are tasked with leading their colleagues on gifted best practices when the AIG Coordinator and/or AIG Specialist are unable to attend collaborative planning sessions.

**\* Practice E**

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

To meet the need of having gifted students taught by qualified professionals, the district has intentional plans to train, recruit, support, and retain AIG licensed professionals, with particular attention on teachers from diverse backgrounds.

1. At the start of each school year, the AIG Coordinator recruits teachers, including those of diverse backgrounds, by notifying all teachers, support staff, and administrators through email and opening staff meetings about the local districts local AIG endorsement course. Teachers are informed that this course is at no cost to them, will provide them with CEUs, and will be directly applicable to their teaching situation. Teachers were shown the list of locally certified staff and encouraged to talk to those who completed the course previously. Teachers who previously completed the course were asked to share their reflections on the experience, and the coordinator also shares the anonymous feedback from previous teachers who took the course on the value that it provided them. Teachers who complete the course are also encouraged to take the Praxis. The last meeting of the course covers registering and preparing for taking the Gifted Praxis, and teachers who do so are reimbursed half of the cost. The AIG Coordinator will meet with principals to discuss recruitment of teachers from diverse backgrounds to take the local AIG endorsement course to create a more active representation of locally trained staff.
2. The AIG Coordinator shares with all staff information from a local university for the Online Graduate Certificate in Academically or Intellectually Gifted Program. The AIG Coordinator works with HR to ensure that this and

subsequent courses meet the district's requirements for tuition reimbursement. Interested teachers are encouraged to take the course and informed that the district would reimburse half of their tuition.

3. AIG licensed teachers, both state certified and locally endorsed, will be given opportunities to serve as leaders in gifted professional development, and will be notified of new AIG positions that open in the district and encouraged to apply.

**\* Practice F**

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

Ensuring that the total school community is aware of and in support of the district's model to achieve equity and excellence is a goal of the district. Our district has taken successful steps to increase access and opportunity for advanced learners to ensure that students' demographic factors do not reduce their likelihood for participation in advanced programming and reaching their full potential. AIG professional learning opportunities in the district focus on how to recognize students for their strengths, regardless of background, which also aligns with the district's continued focus on systemic practices that can impact racial equity. Our district has taken multiple steps in this area as it relates to professional learning:

1. Professional learning for all staff: During staff meetings the AIG Coordinator explains the multiple pathways for identification, including the rationale for using the NNAT and the Gifted Rating Scales as means to equitably identify aptitude and potential in underrepresented populations. The AIG Coordinator also presents data on how our comprehensive talent development program works and the resulting success it has had in equitably providing access for advanced learners. Staff is made aware of how the talent development policy requires consideration of the top 20% of each subgroup using local norms, and how this policy uses data, flexible grouping, and reassessing as the year progresses to adjust services based on demonstrated needs of students. As requested, the AIG Coordinator also presents knowledge of gifted education at staff meetings or on district early release and/or workdays as requested by administration.
2. PLC meetings: During PLC meetings, the AIG coordinator informs teachers on the range of services in place to accelerate, extend, and enrich learning experiences. The AIG Coordinator and/or instructional coach brings knowledge of gifted education into the planning and revising of curriculum, development of performance tasks, and supports with data-analysis, grouping, and determining appropriate interventions.

3. Racial Equity Institute (REI) Training: The AIG Coordinator will collaborate with the Director of Equity, Support, and Intervention to ensure that teachers who work with gifted students are highly encouraged to take the REI training offered through the district.

4. AIG Local Endorsement Course: During this year-long professional learning opportunity open to all staff, participants develop expertise in the district's procedures, pathways, and talent development model; academic and social emotional needs of gifted students; as well as in creating and implementing research-based procedures and tasks to develop gifted students all day, every day.

5. Parent Education/involvement: At parent meetings and AIG events, the AIG Coordinator shares information on gifted pathways and the district's approach to talent development. The district elicits feedback from parents to improve student services and develop shared ownership. Parent education classes are also held to better assist them in understanding the academic, intellectual, and social/emotional needs of their children.

The above steps taken to change mindsets, policies and practices to realize equity and excellence are enhanced by using the Equity and Excellence Call To Action Guidebook provided by DPI, research from conferences and professional development attended by the district AIG Specialists, collaborating with neighboring districts through regional meetings, and through working with the AIG Regional Leads at DPI.

**\* Practice G**

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

The AIG-based professional development opportunities in the district align with AIG program goals, best practices in gifted education, and district initiatives.

1. AIG Program Goals: The AIG program intentionally focuses on serving students of all populations, cultivating thinking using a critical thinking framework, and building a system of support for students through a social-emotional curriculum and communication and collaboration between all stakeholders in a child's life. Outside of the local professional learning module on gifted education which addresses all of these components, foundational points of these areas are addressed at the start of the year for all PLCs. Social-emotional professional learning experiences are

also available on the district professional learning website and BOY professional development on specific characteristics and social-emotional needs of gifted students is provided for staff who choose to attend.

2. **Best Practices in Gifted Education:** The AIG program in the district looks specifically at the best practices of progress monitoring of high-ability students, flexible grouping, differentiation of instruction, and problem-based learning. These best practices are addressed through district PLCs, either directly by the AIG Coordinator or by the site-based Instructional Coach (who meets with the AIG Coordinator monthly), and through data meetings scheduled quarterly between PLCs and the AIG Coordinator. These best practices are also addressed through the district AIG curriculum as implemented by the AIG Specialists. Further opportunities to refine professional learning occurs through the AIG local endorsement course, which has modules directly related to teachers' practice and guides them in creating and implementing best-practices approaches in differentiating for high-ability students. These teachers are also invited to share their knowledge and the resources they develop with other teachers in their building and district.

The AIG Coordinator is also responsible for scheduling periodic curriculum review and writing sessions with honors teachers (middle school level) and AP teachers (high school level) to review instructional practices, development performance tasks, and ensure exam options are aligned to required standards while still having rigor and holding merit. During these curriculum writing sessions, the AIG Coordinator also discusses the qualities and characteristics of gifted children and how best to address them in the regular classroom.

The AIG Coordinator also developed a Team Drive for all grade levels where teachers can store assignments, tasks, extensions, and instructional ideas. The AIG Coordinator reviews these drives and pulls appropriate lessons into the district curriculum documents. The AIG Coordinator also highlights ideas from the Team Drive during PLC meetings.

3. **District Initiatives:** The district is currently focused on two major initiatives [Racial Equity Training and differentiating core instruction]. These professional learning opportunities are addressed in all school- level improvement plans and the district strategic plan. The AIG program implements and trains staff on the talent development approach to gifted education and reviews how to locate 'at potential' students of all backgrounds to support the Racial Equity initiative in the district. Within the Racial Equity Training is the Text Equity initiative, that the AIG program is also supporting. The AIG Coordinator collaborates with middle and high school English teachers to develop tools and discuss the equitable selection of a continuum of texts to use in advanced English classes. As a part of these initiatives, the AIG Coordinator has an opportunity to collaborate with instructional staff throughout the district during professional learning sessions and other district training.

These professional learning opportunities are enhanced by using Booster Shots provided by DPI, research from conferences and professional development attended by the district AIG Specialists, collaborating with neighboring

districts through regional meetings, and through working with the AIG Regional Leads at DPI.

At the close of each year, teachers are asked to review the preparation they received regarding gifted students and changes are made to the AIG programming as needed.

**\* Ideas for Strengthening the Standard**

We do not yet have AIG students at the table for MTSS meetings, but making this change could be a positive move. If the AIG Coordinator continues to work with instructional staff through regular meetings and district initiatives, a foundation for further collaboration could be built. Using these collaborative relationships, the AIG Coordinator could advocate for AIG and high ability students to be part of the MTSS/tiered-support conversation. The AIG Coordinator should also continue to research and gain new knowledge about current practices in gifted education, and use this to improve the local module. Also, instructional coaches in the district should be included to complete the local gifted education professional learning module so that they are able to better support site-level PLCs.

**Planned Sources of Evidence**

- \* AIG Planning Request Form
- \* Elementary BOY AIG Presentation
- \* Local Module Brochure
- \* District list of AIG Certified and Locally Endorsed Staff
- \* UNCC Gifted Graduate Program Brochure

**Documents**

Type	Document Template	Document/Link
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AIG Standard 4 Additional Resources

N/A

 [AIG Planning Request Form](#)

 [Elementary BOY AIG Presentation](#)

 [Local Module Brochure](#)

 [District Certified List](#)

 [UNCC Gifted Graduate Program Brochure](#)

Standard 5: Partnerships

**Kannapolis City Schools (132) 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.

The district works hard to maintain positive relationships with parents and families in the community to support students both academically and intellectually, as well as socially and emotionally. Throughout the year, the district holds multiple family nights for students and/or parents to attend:

**\* Academic and intellectual:**

1. Open Mic Night: Students are encouraged to write for the state Young Authors competition in the fall. Any students who participate in the competition are invited to the district Open Mic Night where students share their work in an Open Mic format with their families and peers. Students receive awards for their participation and families are invited to attend a post event mini-social with their students.
2. Research Gala: During the spring, students in the AIG program (grades 3-8) work on interest-based research project with AIG Specialists. 3rd grade students create a backyard getaway with many creative areas, 4th grade students create presentations on either a new toy they have invented or a recommended school mascot, 5th grade students create living ecosystems, and 6th-8th grade students develop TED Talks with slightly different requirements each year. Students receive awards for their participation in this event.

\* Social-Emotional:

1. **AIG Holiday Event:** In the winter, students and families in the community are encouraged to donate presents for K-5 students in the school system who are in need. Families come together for social time, breakfast, and holiday music as families and peers to wrap the presents they have donated. 7th and 8th grade students in the district deliver the presents to the students in need the week before the holiday break. During delivery time, the 7th and 8th grade students play games with the K-5 students, make tasty treats, create stockings, and read books.

2. **Rube Goldberg Creation Night:** In the spring, students and families in the community come together to create Rube Goldberg machines with their peers. The district provides random materials for the students and families to use, and many families also bring their own supplies. Throughout the event, AIG Specialists take video of the machines to share with students who were unable to attend.

3. **Parenting gifted children support class:** Beginning in the fall of 2022, the district will hold a class each semester for parents around issues related to the social-emotional needs of gifted children. The class will be open to parents of gifted students K-12, and will cover topics such as characteristics of gifted children, peer relationships, motivation and underachievement, perfectionism, discipline issues, and parenting concerns. Topics addressed will evolve based on input from parents in the group. The group will also enable parents of students across grade levels to share experiences and insight, building camaraderie within the district's gifted parent community.

\*\* At each of these events, a brief information session is provided to review the AIG programming in the district, discuss any upcoming curriculum tasks, and answer parent questions. Parents are also encouraged to sit down with the AIG Coordinator as needed to share further concerns, and are surveyed at the end of each school year to gather their input on these events and other suggestions for the future. This input from parents is analyzed by the AIG department to improve services that support the holistic needs of gifted learners. The district believes these events keep lines of communication open with parents and provide multiple opportunities for the AIG Coordinator and district AIG Specialists to build two-way partnerships between the school system and the students' families.

\*\* Additionally, since high school students typically do not attend all four of these events, the district sends a quarterly newsletter to high school students and their parents/guardians to keep them informed. In the newsletter, important academic dates are shared (i.e. SAT/ACT dates, scholarship information, scheduling), articles or blogs about social-emotional needs of gifted students are shared, and recommendations for studying, time management, and college and career readiness are provided.

\*\* The district also holds an annual Alumni Event for all alumni. As part of this, the high school AIG specialist will ensure that those who were part of the AIG program are invited back to the high school to attend. The event provides

an opportunity for alumni to highlight career and life experiences and also allows for networking opportunities for alumni and current students.

**\* 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.

\*Partnership with Dr. Matt Makel from John Hopkins School of Education: This partnership funded by the Jacob K. Javits Program will enable the AIG Coordinator to partner with Dr. Matt Makel, an Associate Research Scientist from John Hopkins University, for the purpose of meeting district goals in identifying and serving AIG students. From 2021 to 2024 Dr. Makel will work with the AIG coordinator to provide consultation and assistance and developing strategy and implementation on these three areas:

1. Evaluating and updating the district's AIG SEL services
2. Evaluating the district's AIG identification practices
3. Assessing the need for parent support and implement parent education classes

\*\*These areas of collaborative focus may evolve as district needs evolve.

\* Partnership with the Local Reading Association (GCRA):

1. Young Authors Writing Competition- The district partners with the local reading association to support students in sharing their writing through the state Young Authors competition.
2. Mini-Conference- The district works with the local reading association to provide professional development on best practices in literacy and how to differentiate literacy instruction.
3. Volunteer Opportunities- The district works with the local reading association to provide volunteer opportunities for high-ability students such as Seuss at the Mall and the Annual Fire Association Anniversary event in the community.

\* Internships and Job Shadowing: Through partnerships with numerous local businesses, the high school AIG Specialist connects AIG students with job shadowing and internships to fit their interests and future goal-setting needs. Students receive academic grades for these experiences and are expected to uphold the expectations set by the local business. Additionally, the AIG Specialist meets with the local businesses to ensure the students will have a hands-on experience while interning at the local business. While internship/job shadowing opportunities change on a yearly basis to meet student needs, some business connections that are recurring include: local veterinarian, local hospital, David Murdock Research Campus, district schools (K-8), local police force, and local law offices.

\* College and Career Signing Day: Using the ReachHigher campaign as a foundation, the AIG Coordinator, High School AIG Specialist, and CTE Coordinator organize and facilitate a yearly College and Career Signing Day for seniors in the district. Students are invited to sign at this event if they have determined their path for the future (i.e. college, military, career with specific company, etc.). Students, their families, and their peers are invited to the event where they sign a certificate representing the path they have chosen. Local businesses and community members are invited to attend the event and local newspapers are also invited to extend support of the AIG program in the community.

**\* Practice C**

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

The district has an established advisory board representative of the demographics in the district as well as representative of all levels of services (elementary, middle, and high) in the district. The Advisory Board includes: AIG parents, AIG teachers, other instructional district support, and community members. The AIG Coordinator is also a member of the advisory team. Other AIG Specialists, while not members of the Advisory Board, meet with the AIG Coordinator prior to all Advisory Board meetings to share their concerns or information parents should know.

The Advisory Board is tasked with reviewing the AIG plan during plan renewal years (looking at strengths, weaknesses, opportunities for growth, and threats to ideas for each standard, as well as reviewing the plan draft for clarity and grammar), revising the services brochure and other information sent home with students (i.e. parent flipbook, DEP form, surveys), and giving insight into necessary changes in district programming, policy, and communication. The Advisory Board also helps with the facilitation of the annual community AIG information session (held for all parents in the district whether their child is identified or not) and are tasked with being the voice in the community for the AIG program.

The Advisory Board members are invited to participate based on administration and AIG Specialist recommendations and are asked to give one year of guaranteed participation when they accept.

Advisory Board members receive an invitation letter outlining their role EACH year they are invited to be an Advisory Board member. Once accepting an invitation to the Advisory Board, members are invited to remain on the Advisory

Board for the length of their child's academic career in the district unless a conflict of interest develops and district administration meets with the Advisory Board member about no longer being a member.

**\* 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 district utilizes numerous avenues to share information about the local AIG program, the local AIG plan, program services, district policies and opportunities regarding gifted education in the district.

1. District Services Brochure: This brochure shares information on identification in the district, includes a glossary of identification codes, explains the services provided at each level of education in the district (elementary, middle, and high), and lists other opportunities available for students with high-ability. This brochure is shared at parent meetings, available at the Central Office, posted on the website, and available at all schools for new enrollment purposes.
2. AIG District Webpage: The district webpage welcomes all families in the district to learn more about district AIG programming and policy. The webpage provides contact information for all district specialists, provides lists of AIG state certified and locally trained teachers in the district, gives stakeholders access to the district AIG plan, shares the district grievance policy, and provides access to all parent forms used in the district. Curriculum links, when available, are also shared through this website.
3. AIG Facebook Group/Class Dojo/Canvas/Connect Ed/Email: All of these methods of communication are used to share information with parents about upcoming district events, opportunities being provided for students, and to give a heads-up about paperwork that is being sent home (i.e. summer camps, newsletters, surveys).
4. Newsletters: The AIG Coordinator sends a newsletter on a quarterly basis to share highlights from the quarter, provide information on upcoming units, and give families a calendar of important events. Newsletters are developed using an online tool and are sent through email, in addition to a link being provided through the above communication methods.

5. Local Newspaper: There are two local newspapers the district keeps in contact with so good news from the district can be shared. Whenever the AIG department holds events, the newspaper is contacted and invited to attend the event and share information about the event with the community.

Using the avenues previously explained, the district keeps parents/guardians informed on an ongoing basis. Documentation and communication is translated into the students' native language through collaboration with district translators and translation capacities of technology used (the district website, Gmail, Class Dojo and the newsletter all have language translation features).

To ensure that all parents are informed of district programming and policies, the AIG Coordinator maintains a list of contact information for all students receiving AIG services in the district. This list is continuously updated and verified with AIG Specialists each time the AIG Coordinator runs district headcount. These avenues of information sharing are reviewed at quarterly parent events to ensure as many parents as possible are aware of district programming and policies.

**\* Ideas for Strengthening the Standard**

While much of this standard is complete, the AIG department know that taking steps to improve communication between the schools and home needs continued monitoring and attention. The parent class will begin in 2022, and the AIG Department needs to collect data to ensure that the class focus is targeted towards needs. To increase diversity and participation in the class, as well as with the advisory board, the AIG Department could also look at working with NHS students to provide childcare during the meetings.

**Planned Sources of Evidence**

- \* Ways to Stay Informed Parent Letter
- \* AIG Holiday Family Event (English)
- \* AIG Holiday Family Event (Spanish)
- \* Rube Goldberg Event (English and Spanish)

* Parent Services Brochure
* AIG Parent Advisory Letter (English)
* AIG Parent Advisory Letter (Spanish)
* College and Career Signing Day Invitation
* AIG Department Newsletter

Documents		
Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	<ul style="list-style-type: none"> <li> <a href="#"><u>Ways to Stay Informed Parent Letter</u></a></li> <li> <a href="#"><u>AIG Holiday Event Flyer (English)</u></a></li> <li> <a href="#"><u>AIG Holiday Event Flyer (Spanish)</u></a></li> <li> <a href="#"><u>Rube Goldberg Night (English and Spanish)</u></a></li> <li> <a href="#"><u>Parent Services Brochure</u></a></li> <li> <a href="#"><u>Parent Advisory Committee Letter</u></a></li> <li> <a href="#"><u>Parent Advisory Committee Letter (Spanish)</u></a></li> <li> <a href="#"><u>College and Career Signing Day Invitation</u></a></li> <li> <a href="#"><u>AIG Department Newsletter</u></a></li> </ul>



Standard 6: Program Accountability

**Kannapolis City Schools (132) 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.

In accordance to the expectations of the state of North Carolina, the district revises and develops an AIG plan describing AIG programming and policy in the district every three years. During a plan rewrite year, two separate teams of reviewers are used to review and update the district plan; the team of AIG Specialists and the district Advisory Board. The AIG Specialists are tasked with developing a list of implementation examples for each state standard as well as for completing a self-assessment of the district program using the state self-reflection document. The lists of examples and self-reflection assessments are shared with the Advisory Board along with feedback from parent and teacher surveys to help the Advisory Board revise and update the strategies for implementation based on these ideas. Using data and personal experience, the Advisory Board completes a SWOT (strengths, weaknesses, opportunities, and threats) of each standard and develops at least one new recommendation for the upcoming plan for each standard.

Using the feedback from both of these teams, the AIG Coordinator writes the district AIG plan using the DPI framework. Once drafted, the plan is shared with both teams as well as the district Superintendent, Assistant Superintendent, and Director of Equity, Support, and Interventions for review. These individuals review the plan draft for clarity, grammar, and ability to implement successfully. Feedback is given to the AIG Coordinator and the plan is revised accordingly.

Once a final draft of the plan is developed, the AIG Coordinator creates an executive summary of the plan and shares the executive summary and draft with the local school board. The school board has one month to review the plan and summary. The AIG Coordinator then presents a final presentation to the school board on the AIG plan to obtain approval from the local school board. Changes are made accordingly and a plan rewrite is shared if necessary. Once local school board approval is received, the final district plan is submitted to the state for review. When feedback from the state is received, the AIG Coordinator makes the required adjustments, sharing revisions with district administration, the team of AIG Specialists, Advisory Board, and the Local School Board as requested.

**\* 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.

The AIG Coordinator, with the support of the Director of Equity, Support and Interventions, is responsible for monitoring the implementation of the local AIG plan and ensuring the fidelity of implementation is upheld. Multiple methods are utilized to monitor plan implementation including:

- \* Surveys: At the close of each school year, the AIG department will send a "Plan Survey" to teachers, students, and parents to evaluate the implementation of the plan. The same survey will be used at the close of the 2021-22, 2022-23, and 2023-24 school year to evaluate the 2022-2025 district AIG plan. Surveys results will be compared each year and used to make changes to the current and/or future plans.
- \* PLC Meetings: The AIG Coordinator or grade level AIG specialist will meet with all PLCs in the district regularly, having intentional discussion surrounding AIG programming in the district. Using the formative feedback from these meetings, the AIG Coordinator will develop recommendations for programming to share with district teams.
- \* Curriculum and Instruction Meetings: The AIG Coordinator and/or Director of Equity, Support and Interventions will meet with all instructional staff in the district (Instructional Coaches, Assistant Principals, Curriculum and Instruction Team at Central Office) monthly to have intentional discussion surrounding AIG programming in the district. Using the formative feedback from these meetings, the AIG Coordinator will develop recommendations for programming to share with district teams.

\* Administrative Meetings: The AIG Coordinator and/or Director of Equity, Support and Interventions will meet with all principals in the district quarterly to have intentional discussion surrounding AIG programming in the district. Using the formative feedback from these meetings, the AIG Coordinator will develop recommendations for programming to share with district teams.

The AIG Coordinator is also responsible for meeting with the Director of Equity, Support and Interventions on a monthly basis to update them on the implementation of the AIG plan. The data shared with the Director of Equity, Support and Interventions is summarized and shared with the Advisory Board at bi-monthly meetings and the local school board at an end-of-year board meeting each year.

**\* 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.

At the start of each school year, the AIG Coordinator and financial secretary develop a budget spreadsheet for the academic school year. The spreadsheet reflects items purchased, who the items were purchased for, and the cost of the items. The spreadsheet is updated as purchases are made to ensure the AIG budget is being used for AIG materials, personnel, and professional development. Additionally, budget requests are sent to the AIG Coordinator and Director of Equity, Support and Interventions for verification before purchases are final. This verification step allows the AIG Coordinator and Director of Equity, Support and Interventions to discuss the use of the requested purchase and how it aligns with the district AIG goals. Specifically, the district looks for resources that reflect gifted best practice, training for teachers in gifted education, and training or resources that will meet the needs of CLED populations and ensure equity and access in the gifted program. A final budget spreadsheet is saved at the close of the school year to maintain records of budget use from year to year.

**\* 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.

Data collection is a non-negotiable of the district. In general, data is collected and disseminated to Curriculum and Instruction staff on a quarterly basis by the District Testing Coordinator. These data are shared at quarterly Data Guru meetings, and then shared by the Curriculum and Instruction staff at site-level PLCs. Data shared in these meetings may include, but are not limited to, state and local benchmarks/Check-ins, state required progress monitoring, EOG, EOC, SAT, and AP results.

The AIG Coordinator specifically works with the District Testing Coordinator and Director of Equity, Support and Interventions to disaggregate these data to focus in on the AIG and high-achieving populations to locate patterns and trends over time that show pockets of success, areas of concern, and students who may need specific attention (either due to high or low achievement in comparison to others in their subgroup). The AIG Coordinator utilizes this information to determine which teachers may need further support in instructional planning and/or meeting student needs, revise policy, and also to help teachers tailor their instruction towards the growth of high-ability students.

The AIG Coordinator also receives drop-out data for AIG students from the Testing Coordinator. When identified students are on track to drop-out or have dropped out of high school, the AIG Coordinator meets with the High School AIG Specialist to find out the reason behind these situations/decisions. When possible, parents are consulted about these decisions and options such as Second Chance, Credit Recovery, and online courses are offered to help prevent drop-out.

The High School AIG Specialist also provides the AIG Coordinator with data on:

- \* The number of students involved in internships.
- \* College acceptance information.
- \* Scholarship acceptance information.
- \* SAT/ACT results.
- \* AP testing data per course, teacher, and student.

In particular, these data are used to determine student needs and to provide instructional and social-emotional support as needed. The AIG Coordinator or High School AIG Specialist specifically reviews the AP data with all AP teachers prior to the start of the school year in order to reflect on necessary curriculum changes for the upcoming school year.

When necessary, these data are shared with the administration in the district in accordance with FERPA and other confidentiality laws.

**\* 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.

A strategic goal of the district is to increase equity of access to under-represented populations. This goal is addressed through the AIG department by using the NAGC talent development framework and Donna Ford's 20% discrepancy rule of representation. Using these frameworks, data collection on high-achieving under-represented populations occurs quarterly by the AIG Coordinator. Data collected quarterly include, but are not limited to, i-Ready and Fastbridge assessments, state required progress monitoring, benchmarks/check-ins, PBL tasks, classroom observations, and teacher observation and/or assessment. These data are then discussed at quarterly PLC data-meetings and referral and/or identification of ALL high-ability students with intentional focus on under-represented populations occurs.

Students who are not considered at that time for referral/identification but have scores on the border of the top 20% of their demographic subgroup are placed on an "on the radar" list. The AIG Coordinator continues to monitor students on the "on the radar" list for evidence of readiness for services and refers to the list each quarter to ensure students who showed potential at some point are not overlooked for additional services. The AIG Coordinator also monitors the retention of students in the AIG program by subgroup to ensure that overtime percentages of students served are representative of percentages of students in the entire district.

In addition to data collection and analysis by the AIG Coordinator, the District Testing Coordinator runs reports for the AIG Coordinator disaggregated by subgroup to assist in monitoring performance of all subgroups represented in the district. These are shared with the AIG Coordinator and disseminated to staff as necessary according to FERPA and confidentiality laws.

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**Percent Ethnicity Identified as AIG**

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
<b>Female</b>	---	<5%	<5%	---	---	---	11.48%
<b>Male</b>	---	<5%	5.38%	---	5.83%	---	13.08%
<b>Total</b>	---	<5%	<5%	---	5.17%	---	12.29%

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

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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.

At the start of each school year, the AIG Coordinator contacts Human Resources for a list of district staff who are state certified in gifted education according to their state license. The AIG Coordinator also develops an updated list of staff who completed the local gifted education professional learning module and shares the compiled list of state certified and locally trained staff with district administration and other district staff.

To encourage staff to earn their state certification, the district reimburses staff for half of the exam fee if they effectively complete the local professional learning module and pass the state exam. The AIG Coordinator serves as a facilitator for a PRAXIS review course offered in May of each year to help prepare staff for the state exam. Additionally, the AIG Coordinator assists staff in adding AIG certification to their state license.

When openings for AIG certified positions become available, these staff lists are utilized to help fill the position(s) with knowledgeable staff. Staff applying for positions are asked to list their state certification on their application to be considered. The AIG Coordinator is consulted when AIG certified positions need to be filled.

The AIG Coordinator also shares with principals the list of state certified and locally endorsed AIG teachers and encourages them to use, when possible, these staff to teach advanced courses and classes where gifted students are

clustered.

**\* Practice G**

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

The district continuously collects feedback from stakeholders and welcomes all stakeholders to share their input throughout the year.

To ensure opportunities for feedback are given regularly, feedback is intentionally collected by:

- \* Surveys sent at the end-of-the-year to parents and teachers (these surveys mirror the self- assessment tool provided by the state and completed by the AIG Specialists prior to plan rewrite years).
- \* Surveys sent to high school students mid-year and at the end-of-the-year (specific to their courses and how the program impacts them personally).
- \* Reflection and discussion between the AIG Coordinator and AIG Specialists at AIG Department PLC meetings.
- \* Collecting data in parent focus group sessions.
- \* Communication at quarterly AIG family events.
- \* Communication, "Quick Ask" sessions, and formal feedback sessions during Advisory Board meetings, principal meetings, Curriculum and Instruction meetings, and Instructional Coach meetings.
- \* Discussion and reflection at site-based and district-wide grade-level PLC meetings.
- \* Information shared with the Director of Equity, Support and Interventions through meetings where the AIG Coordinator is not present.
- \* Informal opportunities for communication between the AIG Coordinator and other stakeholders.

**\* 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.

The AIG plan as submitted to the state serves as the foundation for continuous program evaluation during the years of implementing the plan. Using the data sources and feedback mentioned previously, the team of AIG Specialists and the Advisory Board continue to look at strengths, weaknesses, opportunities, and threats in the plan over the course of implementation, specifically reflecting on the language utilized in the state unpacking documents as guidance. In particular, the teams look at trends in survey data between academic school years to determine where attention should be focused.

The AIG Coordinator also brings in research related to the ideas addressed in the district plan, information from regional and state AIG Coordinator meetings, and other professional development opportunities, for these teams to review. Reflection on how current research, information received at Coordinator meetings, and state policy impacts implementation of strategies included in the district plan are discussed regularly. The AIG Coordinator also continuously reflects on how the district strategic plan and the district AIG plan support each other and remain aligned in vision, mission, policies, and long-term goals.

When alignment between district and AIG program practices does not exist and/or other feedback or data show revisions to the plan are necessary, the AIG Coordinator meets with the team of AIG Specialists as well as the Advisory Board to discuss and create a proposal for the necessary changes. The AIG Coordinator then presents the recommended changes to the Superintendent and Assistant Superintendent. If approved by the Superintendent and Assistant Superintendent, the AIG Coordinator shares the recommended changes with the local school board. The changes do not take effect until the local school board approves the changes. If the changes are still effective when the next district plan is written, the approved changes will remain in the follow-up plan.

**\* 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 implementation of the district AIG plan and updates to the AIG program are made available and shared with stakeholders in different ways throughout the school year:

1. Information about the district AIG program and policies are shared with any interested community members at a beginning of the year AIG Information Night. All families in the district and other stakeholders interested in hearing about AIG programming in the district are invited to attend this information session. At the session, basic information

about AIG programming in the district, identification of students, and goals of the AIG department are shared. At this information session, stakeholders are also shown how to access the district AIG website where other forms, information, and the AIG plan can be found.

2. Updates about programs and policies, testing and identification, and district AIG curriculum are shared at quarterly AIG family events with families and students in the program.
3. Quarterly newsletters are shared with families and students in the program and district administration and staff highlighting elements of the AIG plan, providing survey links or a review of responses (anonymously shared), and making stakeholders aware of upcoming events and/or updates in district AIG programming and policy.
4. An executive summary, created by the AIG Coordinator, team of AIG Specialists, and Advisory Board is shared with the local school board and published on the district website.
5. The district AIG plan is linked on the district AIG website for any stakeholders who are interested.

All the above information can be accessed on the district AIG website and further information is made available upon stakeholder request if applicable according to confidentiality laws.

**\* 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.

In accordance with Article 9B and the state AIG standards, the district upholds the rights of all AIG students and their parents/families through written policies, procedures, and documentation of practices. Specifically, the district provides families with the following documents to adhere to Due Process rights:

1. Informed Consent for Testing: Prior to testing for AIG identification and services, parents are sent a letter explaining the testing procedure and form of assessment (NNAT). Parents/guardians are given the option to not have their child complete the testing.
2. Notification of Testing Results: Once testing is complete, parents are sent a notification of testing results. This letter explains the identification scores according to district policy and notifies parents of how their child did on the

testing as well as what their child's results mean in accordance to identification and service procedures.

3. **Informed Consent for Services:** If students identify for services through the referral assessment/screener, parents are sent a letter outlining the services their child would be receiving based on their identification. Parents are given the option to accept or refuse services for their child.
4. **Reassessment Procedures for Talent Development:** Parents of students who do not identify for AIG services in accordance to district policy but who show high-ability and potential are sent letters informing them of the possibility for their child to receive services through the district talent development program. This letter explains students in the talent development program will be reassessed for services quarterly to ensure students are continuing to benefit from services and are not being harmed academically and/or social-emotionally by missing regular instruction. Students who have been placed in the talent development program but have not been identified as gifted through district qualifications can be removed from services when data shows the service is not being beneficial. This decision must be approved by the regular education teacher, site-level AIG specialist, and district AIG Coordinator. Students who are identified under district qualifications are never unidentified, and will only fall into the reassessment procedures window after a parent meeting has been scheduled and all parties (regular education teacher, site-level AIG specialist, administration, district AIG Coordinator, and parent) agree to the decision.
5. **Request for Removal:** While the district will never "degift or unidentify" a child from the AIG program once they have been placed in the program, parents and guardians have the option to remove their child from the program. To remove their child from the AIG program, parents/guardians need to fill out a form explaining why they would like their child removed, from which service they would like them removed from, and all parties (parent/guardian, regular education teacher, AIG Specialist, site-level administration, and AIG Coordinator) need to sign the form. This form is kept in the student's file until they graduate.
6. **Transfers from Other LEAs:** The district will honor in-state identification as noted in PowerSchool for all transfers and place students according to their gifted identification in PowerSchool when enrolled. Once enrolled, additional testing will be provided for in-state transfers to determine if the child should have a different identification according to district policy. Students transferring from out- of-state with gifted identification will be given the district screener and assessments to determine identification according to district policy as soon as parent permission to test is received.
7. **Procedures for Resolving Disagreements:** Kannapolis City Schools Academically/Intellectually Gifted Program goals, objectives, and service delivery options should be clearly communicated to parents. Parents who have questions or concerns should first talk with the Regular Education Teacher/Course Content Teacher and/or the AIG Specialist at their child's school. In the event that parents/guardians disagree with a screening, referral, identification,

or placement decision, the goal is to resolve disagreements at the local level. The following procedures and order of disagreement levels should be followed to resolve any disagreements:

**Step I. Appeal to the School-based AIG Team**

1. The parent may request a conference with the school-based AIG team at the child's school. The team may consist of the AIG teacher, the regular education teacher, the counselor, and the grade level assistant principal.
2. At the conference, the individual student profile will be examined and discussed. All information used to determine eligibility for services will be reviewed with the parent. Any new information or further documentation will be provided at this time.
3. The school-based team will inform the parent of any recommendations related to the child's AIG identification and placement.
4. A written summary of the meeting should be maintained in the student's folder.

If an appropriate solution cannot be determined at the school level, the parent should move to Level II.

**Step II. Appeal to the Building Level Principal**

1. The parent may appeal the school-based AIG team's recommendation for identification by requesting a conference with the principal to review the team's decision.
2. The principal will review the concern and the information from the school-based AIG team. Further information will be requested if needed.
3. The principal will inform the parent of any recommendations related to the child's AIG identification and placement.
4. A written summary of the meeting should be maintained in the student's folder.

If an appropriate solution cannot be determined at the school level, the parent should move to Level III.

**Step III. Appeal to the District Level AIG Coordinator**

1. The parent may appeal the principal's recommendation for identification and services by requesting a conference with the district-level AIG Coordinator to review the principal's decision.

2. The AIG Coordinator will review the concern and the information from the school-based AIG team and the principal. Further information will be requested if needed.

3. The AIG Coordinator will inform the parent of any recommendations related to the child's AIG identification and placement.

4. A written summary of the meeting should be maintained in the student's folder.

If an appropriate solution cannot be determined at the school level, the parent should move to Level IV.

#### Step IV. Appeal to the Superintendent

1. The parent may appeal the AIG Coordinator's recommendation for identification and services by requesting a conference with the district's Superintendent to review the AIG Coordinator's decision.

2. The Superintendent will review the concern and the information from the previous conferences. Further information will be requested if needed.

3. The Superintendent may request an impartial mediator in order to resolve the concern.

4. The Superintendent will inform the parent of any recommendations related to the child's AIG identification and placement.

5. A written summary of the meeting should be maintained in the student's folder.

If an appropriate solution cannot be determined at the school level, the parent should move to Level V.

#### Step V. Appeal to the Local Board of Education

1. The parent may appeal the Superintendent's recommendation for identification and services by requesting a meeting with the Local Board of Education.

2. The members of the board will review the concern and the information from the previous appeals. Further information will be requested if needed.

3. The members of the board will inform the parent of any recommendations related to the child's AIG identification and placement.

4. A written summary of the meeting should be maintained in the student's folder.

If an appropriate solution cannot be determined at the school level, the parent should move to Level VI.

#### Step VI. State Level Grievance Procedure

Once all efforts have been exhausted within the system, the parents may file a petition for a contested case hearing in accordance with Article 3 of Chapter 150 B of the General Statutes, the Administrative Procedures Act, of North Carolina.

The issues for review shall be limited to:

1. Whether the local system improperly failed to determine eligibility for services within its gifted program.
2. Whether the local system implemented and provided those services specified within the district AIG plan.

Following the hearing, the administrative law judge shall serve the final decision. The administrative law judge shall give a copy of the written findings and the decision to the parties and to the State Superintendent of Public Education.



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#### \* Ideas for Strengthening the Standard

Moving forward, the AIG department needs to use the data that is collected on students through the year to ensure that that each student's DEP goals and class placements target their needs. The AIG Coordinator has also requested that the District Testing Coordinator run all Data Guru reports specifically for AIG students to continue the data analysis of

student and teacher need. The AIG Department also needs to increase the dissemination of local programming evaluation to ALL stakeholders while adhering to confidentiality laws. The AIG Coordinator will make dissemination of information a topic of conversation with the Advisory Board in the 2022-23 school year.

**Planned Sources of Evidence**

* AIG/Talent Development Parent Survey (English)
* AIG/Talent Development Parent Survey (Spanish)
* AIG Plan Survey Teachers
* District State Certified and Locally Trained Staff List
* Notice of Testing-Referral (English and Spanish)
* Notice of Testing-Screener (English)
* Notice of Testing-Screener (Spanish)
* Testing Results/Identification-Screener
* Testing Results/Identification-K-5 (English and Spanish)
* Testing Results/Identification-6-8 (English and Spanish)
* Permission for Services AIG DEP Services Letter
* Permission for Services Talent Development/Nurturing Letter
* AIG Exit Form
* Grievance Policy

Documents	
Type	Document/Link
Document Template	

AIG Standard 6 Additional Resources

N/A

-  [AIG/Talent Development Parent Survey-English](#)
-  [AIG/Talent Development Parent Survey-Spanish](#)
-  [AIG Survey Teachers](#)
-  [District State Certified and Locally Trained Staff](#)
-  [Notice of Testing-Referral \(English and Spanish\)](#)
-  [Notice of Testing-Screener \(English\)](#)
-  [Notice of Testing-Screener \(Spanish\)](#)
-  [Testing Results/Identification-Screener](#)
-  [Testing Results/Identification-K-5 \(English and Spanish\)](#)
-  [Testing Results/Identification-6-8 \(English and Spanish\)](#)
-  [Permission for Services AIG DEP Services Letter](#)
-  [Permission for Services Talent Development/Nurturing Letter](#)
-  [AIG Exit Form](#)
-  [Grievance Policy](#)

Local Board of Education Approval

**Kannapolis City Schools (132) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* Approved by local Board of Education on:

04/11/2022 

Original Application Submission Date: 04/27/2022

**Documents**

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <a href="#">Local Board of Education Approval Template</a>	 <a href="#">Local Board of Education Approval Signatures</a>

AIG Related Documents

**Kannapolis City Schools (132) 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)]	<a href="#">Local Board of Education Approval Template</a>	<a href="#">Local Board of Education Approval Signatures</a>
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	<a href="#">NNAT Screener Letter-Fall (English and Spanish)</a> <a href="#">NNAT Screener Letter-Spring (English)</a> <a href="#">NNAT Screener Letter-Spring (Spanish)</a> <a href="#">NNAT Results Letter K-5 (English and Spanish)</a> <a href="#">NNAT Results Letter 6-8 (English and Spanish)</a> <a href="#">Services Brochure</a>

<p><u><a href="#">Pathways</a></u></p> <p><u><a href="#">AIG DEP Services Letter</a></u></p> <p><u><a href="#">Talent Development Nurturing Program Letter</a></u></p>		
<p><u><a href="#">District Certified List</a></u></p> <p><u><a href="#">AIG Planning Request Form</a></u></p> <p><u><a href="#">AP Academy Overview</a></u></p> <p><u><a href="#">Elementary Principals' AIG Overview/Training</a></u></p> <p><u><a href="#">Profiles of Gifted Students Article</a></u></p> <p><u><a href="#">Elementary Teachers AIG Overview PPT</a></u></p> <p><u><a href="#">Article 9B</a></u></p> <p><u><a href="#">Services Brochure</a></u></p> <p><u><a href="#">Pathways</a></u></p> <p><u><a href="#">8th Grade Math 1/English 1 Parent Letter</a></u></p> <p><u><a href="#">Parent Flipbook</a></u></p> <p><u><a href="#">AIG/Talent Development Parent Survey-English</a></u></p> <p><u><a href="#">AIG/Talent Development Parent Survey-Spanish</a></u></p> <p><u><a href="#">AIG/Talent Development</a></u></p>	<p>N/A</p>	

		<p><u><a href="#">Student Survey-Elementary.</a></u></p> <p> <u><a href="#">AIG/Talent Development Student Survey-Middle</a></u></p> <p> <u><a href="#">AIG/Talent Development Student Survey-High</a></u></p>
AIG Standard 3 Additional Resources	N/A	<p> <u><a href="#">4th Grade PBL and SEL Curriculum</a></u></p> <p> <u><a href="#">5th Grade PBL and SEL Curriculum</a></u></p> <p> <u><a href="#">MOEMS Problem Sequence (4-5)</a></u></p> <p> <u><a href="#">Stepping Up Your Game PPT</a></u></p> <p> <u><a href="#">KCS AIG Social-Emotional Curriculum Map</a></u></p> <p> <u><a href="#">AIG/Nurturing Progress Report 4-5</a></u></p>
AIG Standard 4 Additional Resources	N/A	<p> <u><a href="#">AIG Planning Request Form</a></u></p> <p> <u><a href="#">Elementary_BOY AIG Presentation</a></u></p> <p> <u><a href="#">Local Module Brochure</a></u></p> <p> <u><a href="#">District Certified List</a></u></p> <p> <u><a href="#">UNCC Gifted Graduate Program Brochure</a></u></p>
AIG Standard 5 Additional Resources	N/A	<p> <u><a href="#">Ways to Stay Informed Parent</a></u></p>

Letter

-  [AIG Holiday Event Flyer \(English\)](#)
-  [AIG Holiday Event Flyer \(Spanish\)](#)
-  [Rube Goldberg Night \(English and Spanish\)](#)
-  [Parent Services Brochure](#)
-  [Parent Advisory Committee Letter](#)
-  [Parent Advisory Committee Letter \(Spanish\)](#)
-  [College and Career Signing Day Invitation](#)
-  [AIG Department Newsletter](#)

**AIG Standard 6 Additional Resources**

N/A

-  [AIG/Talent Development Parent Survey-English](#)
-  [AIG/Talent Development Parent Survey-Spanish](#)
-  [AIG Survey Teachers](#)
-  [District State Certified and Locally Trained Staff](#)
-  [Notice of Testing-Referral \(English and Spanish\)](#)
-  [Notice of Testing-Screener](#)

(English)

 Notice of Testing-Screener (Spanish)

 Testing Results/Identification-Screener

 Testing Results/Identification-K-5 (English and Spanish)

 Testing Results/Identification-6-8 (English and Spanish)

 Permission for Services AIG DEP Services Letter

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## Glossary

### Kannapolis City Schools (132) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

<b>Phrase</b>	<b>Definition</b>
Academically Gifted (AG)	A student who shows above age level achievement in reading and math, without above age level aptitude scores.
Academically Gifted in Reading (AR)	A student who shows above age level achievement in reading only.
Academically Gifted in Math (AM)	A student who shows above age level achievement in math only.
Achievement	A student's academic ability as measured by standardized tests and/or teacher observation. Achievement is a separate skill set from aptitude.
Aptitude	A student's critical thinking and/or natural ability to complete a task. Aptitude is a separate skill set than achievement.
Highly Gifted (AIG)	A student who shows above age level aptitude and achievement.
Intellectually Gifted (IG)	A student who shows above age level aptitude without above age level achievement scores.

Nagliari Nonverbal Assessment Test (NNAT)	A nonverbal test composed of shapes and/or symbols to measure a student's aptitude.
Talent Development (TD)	A framework used to locate students in and meet needs of all subgroups represented in the district. Under the talent development framework, the district intentionally looks at benchmark data to locate the top 20% of students in each subgroup in the district. If these students show potential for high-ability based on classroom observation or other data, these students are served through district programming to develop their talents.
<input checked="" type="checkbox"/> <input type="checkbox"/> The Local AIG Plan glossary is provided in an uploaded document.	