Kannapolis City Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022

Approved by local Board of Education on: 10-JUN-19
LEA Superintendent’s Name: Daron Buckwell
LEA AIG Contact Name: Sara Newell
Submitted to NC Department of Public Instruction on: 11-JUN-19

Kannapolis City Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2019-2022. This local AIG plan has been approved by the LEA’s board of Education and sent to NC DPI for comment.

For 2019-2022, Kannapolis City Schools local AIG plan is as follows:

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.

Sources of funding for local AIG program (as of 2019)

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<tr>
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<th>Local Funding</th>
<th>Grant Funding</th>
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Standard 1: Student Identification

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

Practice A
Develops screening and referral processes that lead to AIG identification at all grade levels.

District Response: * 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 80th percentile on their End-of-Grade test (EOG) the following Fall (i.e. a 4th grader scoring above an 80th percentile in May/June 2019 on their EOG would be given the NNAT at the start of their 5th grade school year in August 2019 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.
**District Response:** 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 is given to teachers 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).
  
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* 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 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.

** Practice C
Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.
**District Response:** 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 non-verbally formatted assessment) is a fair assessment for all populations and has shown 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 of a student which is 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 and/or potential for high-ability allows underrepresented students to continue to be progress monitored by the AIG department even if they are not receiving direct services. Additionally, the Primary Thinking Skills Assessments (discussed more in Standard Three) are considered when locating potential in underrepresented populations.

**District Data:**

Overall Student Population- 5645  
Asian- 74 (1.3%)  
African American- 1549 (27%)  
Hispanic- 1907 (34%)  
Hawaiian/Native American- 31 (.5%)  
Two or More- 317 (6%)  
Caucasian- 1767 (31%)

Identified Student Population- 399  
Asian- 10 (2.5%)  
African American- 39 (10%)  
Hispanic- 89 (22%)  
Hawaiian/Native American- 1 (.25%)  
Two or More- 19 (5%)  
Caucasian- 241 (60%)

**Discrepancies based on the Civil Rights Equity Allowance show African American and Hispanic subgroups to be a negative discrepancy of -17% and -12% accordingly, and Caucasian subgroups to be a positive discrepancy of 29%.**

Talent Development Student Population- 500
Asian- 9 (2%)
African American- 83 (17%)
Hispanic- 144 (29%)
Hawaiian/Native American- 5 (1%)
Two or More- 33 (7%)
Caucasian- 226 (46%)

**Discrepancies based on the Civil Rights Equity Allowance show African American subgroups to be a negative discrepancy of -10% and Caucasian subgroups to be a positive discrepancy of 14%.

Overall Served Student Population- 899
  Asian- 19 (2%)
African American- 122 (14%)
Hispanic- 233 (26%)
Hawaiian/Native American- 6 (.5%)
Two or More- 52 (6%)
Caucasian- 467 (52%)

**Discrepancies based on the Civil Rights Equity Allowance show African American subgroups to be a negative discrepancy of -13%, and Caucasian subgroups to be a positive discrepancy of 21%.

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

**District Response:** 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 students and students with potential is discussed at these meetings. Policy and identification procedures are also reviewed at these meetings. Additionally, the AIG Coordinator meets with administration at principal meetings, Curriculum & Instruction meetings, and Data Guru meetings to review AIG policy and identification procedures. These meetings serve as avenues for monitoring and "auditing" the consistent implementation of screening, referral, and identification in 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 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.

District Response: 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. 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: Starting in the Fall of 2019, the district will hold a beginning of the year information session for any stakeholder in the district (parent, teacher, board member, community member) where information about the screening, referral, and identification processes in the district will be shared. Information about the session will be shared with parents at open house and through beginning of the year 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.

District Response: * 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 (including contact information, identification of student, testing data from district and state assessments, student goals, and parents concerns).
** Other pertinent information as determined by the district (i.e. teacher referral information, classroom or benchmark data used for referral purposes, out of district transfer information, etc.)

* Testing results are reviewed with parents 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 Strengthen the Standard: The district has looked into the addition of the Cogat assessment to strengthen the identification process. Other recommendations are to look at the
Torrance Test of Creativity for underrepresented populations. Additionally, the advisory board recommended adding a district-wide parent informational session to better inform all stakeholders in the community of the process for identification and services in the district. The first year of this information session will be the 2019-2020 school year.

**Sources of Evidence:**
- NNAT Screener Letter [Fall Letter, Spring Letter]
- NNAT Results Letter [K-5 Letter, 6-12 Letter, Universal Screener Letter]
- Services Brochure
- Pathways
- DEP Services Letter
- DEP Nurturing Letter
Standard 2: Comprehensive Programming within a Total School Community

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

Practice A
Delivers an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

District Response: 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.

Using these supports as a foundation for gifted services, the district delivers a range of services for gifted learners utilizing the spectrum of services provided by the state. Students may receive any combination of services 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. The AIG Coordinator checks in twice a quarter with the regular education teacher to determine needs of the student, and if reassessment or placement within other AIG services is necessary.

2. Cluster Grouping with an 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 of staff 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.


* Kindergarten: Pull-out 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, state required progress monitoring data, and PETS data, since students are not formally identified until the end of third grade.

* 1st-3rd: Pull-out 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, state required progress monitoring data, and PETS data, since students are not formally identified until the end of third grade.

* 4th-5th: Pull-out services are provided weekly for talent development groups of students (12-20 depending on site size/need) using problem-based learning 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 for their subgroup/demographic are included in the group.

* 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. 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. Identified students (all academic identifications listed above as well as Intellectually Gifted students) also receive social-emotional instruction provided by a state certified AIG Specialist 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.

* 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 and 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.
- 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 trip to Europe their junior year to provide a global learning experience.

6. Subject Acceleration: There are multiple options for subject acceleration in the district.
   ** 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.
   ** 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 scoring a level 5 on the End-of-Grade assessments in grades 3-4 are automatically placed in talent development groups for acceleration purposes.
   ** 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 Teacher 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.
   ** 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 the 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.

**Practice B**
Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

**District Response:** 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 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 the 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 (i.e. 2017- effective assessment and alignment, 2018- academic conversations) and allows the Coordinator to share and support use of resources from district initiatives with the AIG team.

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 Assistant Superintendent of Curriculum and Instruction 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 strategic plan.
Practice C
Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.

**District Response:** Flexible cluster grouping, defined by the district as "a group of gifted identified or 'at potential'/high-ability 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, and benchmark diagnostics) are also reviewed to determine which teachers are most effectively differentiating for and growing high-ability and/or identified students.

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

**District Response:** 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 beginning of the school year meetings (either at full staff meetings 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 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 enrollment of identified students is verified with the AIG Coordinator prior to placement of the student in the district AIG program.
Practice E
Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

District Response: 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, 7th, and 9th graders in August to help prepare and acclimate these students to their new schools and associated expectations. These camps also provide time for advisory activities and building of peer relationships prior to the start of the school year.

Practice F
Addresses the social and emotional needs of AIG students through collaboration among school counseling personnel, regular education teachers, AIG specialists, and others.

District Response: 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-12 but is implemented differently at the elementary, middle, and high school level.

* Elementary level: AIG Specialists infuse social-emotional curriculum into pull-out sessions with identified and nurtured students.
* Middle School level: AIG Specialist meets with identified students during flex/enrichment block to teach social-emotional curriculum.
* High School level: 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 of 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.

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 G**

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

**District Response:** Acceleration of students in the district is determined through state standardized benchmarks assessments (Check-ins, EOG/EOCs, state required progress monitoring) 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 student's 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:

1. **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.

2. **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 and have a teacher and/or parent recommendation to be placed in the compacted honors courses.

3. **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 at the middle school. Interest letters are sent to parents prior to scheduling these students, 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 (90th 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 per state standards in aptitude (98th percentile), achievement (98th percentile), performance (work samples), observable behavior (letters of recommendation), and motivation and student interest (interviews with child and parent).

* High school students have the option to take distance-learning courses through local universities.

** Grade acceleration decisions are made by a team of regular education teachers, AIG specialists, parents, the AIG Coordinator, and administration. Final decisions for grade acceleration rest with the site administration. Disputes of 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 students at Level 2 and Level 3 of the acceleration plan. Individualized Differentiated Education Plans are developed for students at Level 4 and Level 5 of the acceleration plan.

### Practice H

Implements intentional strategies to broaden access to advanced learning opportunities for underrepresented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. These strategies may include talent development efforts.

### District Response:
The district employs three intentional strategies to broaden 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 AIG Coordinator completed a dissertation to analyze the implementation of talent development in the district and also completed the "See Me" microcredential to gain knowledge and resources to help with talent development implementation.
   * Knowledge from these experiences is continuously 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
Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

District Response: 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.)

Middle School Level:
* Battle of the Books (Students compete annually in March.)
* 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.)
* Drama Club (Students develop products shared at local events and around the school.)

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.)
* High School Newspaper (Students collaborate to write articles that will be interesting to their peers.)

District Service Learning
* Operation Christmas Child: Families of identified and talent development students come together to donate and wrap gifts for families in need. Middle school gifted students deliver the presents and complete holiday activities with the students receiving the gifts.
* 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).
* Research Gala: Students in the AIG program complete End-of-Year research projects and come together (grades 3-8) 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.

* Duke TIP: Students in the AIG program are encouraged to register for all of the opportunities provided through Duke TIP.

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

**Ideas for Strengthen the Standard:** The district team is going to focus on the transition periods of a student's educational journey by developing a Google Information Form where teachers will be able to share pertinent information on students with future teachers. The form will be confidential and information will be reviewed by the AIG Coordinator prior to any information being shared. Only information that is essential to the student's successful transition will be shared with future teachers. Additionally, the district is adding two transition camps (one for rising 6th and rising 7th grade students and one for rising 9th grade students) to help prepare the students for the next level of their education. At these camps students will be exposed to some of the academic expectations in the upcoming grade as well as participate in advisory activities with their peers. Lastly, the AIG Coordinator will be implementing professional development opportunities through the district learning modules and beginning of the year meetings to increase knowledge of stakeholders on social-emotional needs of gifted learners. While all of these items are in place in the 2019-2022 plan, they are new and will require intentional attention by the AIG Department.

**Sources of Evidence:**
* District Certified List
* AIG Planning Request Form
* AP Academy Overview
* Board Policy PPT
* Administration KCS AIG Plan PPT
* Cluster Grouping Articles
* Services Brochure (Appendix of Standard 1)
* Pathway Plan (Appendix of Standard 1)
* Differentiated Education Plan
* Parent Flipbook
* English 1/Math 1 Parent Agreement for Middle School
* Talent Development Parent Survey
* Talent Development Parent Survey- Spanish
* Talent Development Teacher Survey
Standard 3: Differentiated Curriculum and Instruction

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

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

District Response: 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, PBLs, or further learning 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 are built from the standards being taught in the regular classroom at that time. Math and reading extensions are also used with students in between 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 Response:** District staff (including AIG Specialists) are strongly encouraged to differentiate instruction by providing rigor, depth, complexity, sophistication, and abstractness in their lessons. One support for these intentional changes is provided through a powerpoint developed by the district coordinator on "Stepping Up Your Instructional Game." 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 Genius Hour and MakersSpace as instructional practices for meeting students’ interests and learning profiles. These resources are shared with staff at BOY grade level meetings and are planned on an as needs 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) 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 Response:** District staff are provided with access to both research-based instructional resources and research-based professional resources.
1. Instructional Resources: The district provides the following resources for teachers to use with high-ability students-
   Reading- William and Mary Curriculum
   Math- CMP3 (Connected Mathematics) and Investigations
   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 can sign-out the novels to teachers on an as needed basis.

2. Professional Resources: 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 Assistant Superintendent.

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

**District Response:** The district curriculum leaders understand the need to foster critical thinking, communication, collaboration, creativity, 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, logic puzzles, and collaborative projects regularly in their instruction.

The district also offers the following courses to increase students' abilities in creativity, communication, collaboration, and critical thinking:
** STEM (K-12)
** Odyssey of the Mind (6-8)
** Speech and Debate (6-8)
** Project Lead the Way Engineering (9-12)
** Job shadowing/Internships (9-12)

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 weekly basis, playing games, completing homework, and creating art together. Students in grades 9-12 mentor middle school students and elementary school students on a weekly basis, helping to teach Physical Education classes and working with students on goal-setting and skill building for their future.
** Operation Christmas Child (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 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 senior
project all high school students spend their high school years preparing to present. These presentations are shown at the EOY Gala. Students in grades K-12 are welcome to attend.

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

**District Response:** 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 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 state required progress monitoring, district benchmarks, 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 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 bet through grouping practices.

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

**District Response:** The district utilizes a social-emotional curriculum, provided by AIG Specialists, for identified students K-12. 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 sessions.
- **6-8:** Social-emotional curriculum is taught during an enrichment block on an every other day basis for identified students.
- **9-12:** Social-emotional curriculum is implemented through small group sessions with the high school AIG Specialist/Guidance Counselor on an as needs basis. All teachers also infuse social-
emotional learning into their daily flex block/homeroom course.

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 links to resources for a "Creating Compass Learners" advisory curriculum (developed by the AIG Coordinator and mirrored after the AVID framework) on their district website.

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 through purposeful and intentional differentiated curriculum and instruction.

**District Response:** The district utilizes the Primary Thinking Skills (PETS) Curriculum to develop potential 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 needed 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 Coordinator 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 through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

**District Response:** 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 on a regular basis, 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 needs of gifted learners.

These collaborative relationships allow:

**Consistent discussion across the district regarding differentiated curriculum.**

**Conversation to help shift the district mindset towards that of 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 and all instructional personnel in the district.**

**An avenue for the AIG Coordinator 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/families to ensure effective programming, provide a continuum of services, and support school transitions.

**District Response:** 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 includes:

**Student ID and contact information**

**Current area of identification**

**Differentiation options that will best meet the student's needs**

**Student historical data (benchmarks, aptitude screeners, state required progress monitoring, etc.)**
** Student goals  
** Parent goals for/concerns about the student  
** Signatures of involved parties  

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

At transition years (start of services, beginning of 6th grade, beginning of 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 marks the student's high school pathway, SAT, and ACT scores on the student's DEP.

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 in the AIG program. These progress reports share rubrics for graded tasks from the quarter, explain current/upcoming tasks, 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 progress monitored or in need of a different service option because the AIG services are too challenging or not challenging enough. Students in grades 6-12 do not receive an additional AIG progress report with their report card because AIG services are already graded courses present on their report card.

**Ideas for Strengthen the Standard:** As the district continues to work towards full implementation of this standard, the AIG department needs to continue to refine the district social-emotional curriculum by continuing to research lessons to help social-emotional skill building in gifted students. The district also needs to increase the amount of social-emotional resources available for students. Additionally, the DEP used in the district has been revamped and will be used for the first time in the 2019-2020 school year. The AIG Coordinator will need to be sure to hold the AIG Specialists and district accountable for completing annual DEP review, goal-setting, and data collection.

**Sources of Evidence:** ** 4th Grade PBL Curriculum  
** 5th Grade PBL Curriculum  
** Step Up Your Game PPT  
** KCS Instructional Website  
** District AIG Social Emotional Curriculum  
** Differentiated Education Plan 2019-2020  
** Gifted Progress Report
Standard 4: Personnel and Professional Development

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

Practice A

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

District Response: 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.
* Pulling small groups of identified students and providing gifted services as needed.
* 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.
* 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.
* Facilitating the STEM program (specifically Robotics) at the elementary level and participating
  in the district STEM development team.
* 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, 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 gifted learners.

**District Response:** The district employs five AIG-licensed specialists (1 elementary level, 3 middle school level, and 1 high school level). The job descriptions include:

* Elementary Specialist:
  1. Work with K-5 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 PBL curriculum with students in grades 4-5, serving each grade level for 90 minutes/week.
  4. Utilize the district Social-Emotional curriculum throughout the service continuum, providing SEL lessons for an average 25% of the service time.
  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 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, and facilitate teaching of all English 1-8th 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 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 CMP3 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 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 two social-emotional classes per grade level during the school enrichment 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 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, special education teachers, counselors, and school administrators.

District Response: 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.

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.

District Response: 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 state or locally trained teachers.
   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**
Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.

**District Response:** 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.

3. **District Initiatives:** The district is currently focused on two major initiatives [Racial Equity Training and Academic Conversations]. 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. The AIG program also implements Academic Conversation talk moves through lessons to support the Instructional Team focus of Academic Conversations. 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.

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

**District Response:** Ensuring that all district staff are aware of the needs of a gifted learner is a goal of the district. The most valuable avenue for this conversation is regular PLC meetings. At these meetings, the AIG Coordinator and/or site-level Instructional Coach bring knowledge of gifted education into the planning and revising of curriculum, development of performance tasks, and data-analysis/grouping. The AIG Coordinator presents knowledge of gifted education at staff meetings or on district early release days and/or workdays as requested by administration.

The AIG Coordinator is also responsible for scheduling periodic curriculum writing and review sessions with honors teachers (middle school level) and AP teachers (high school level) to review instructional practices, develop 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 their needs 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 from the Team Drives into the district curriculum documents. The AIG Coordinator highlights ideas from the Team Drive during PLC and district grade level meetings for others to gain knowledge of and access to best practices.

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 and support structure as needed.

**Ideas for Strengthen the Standard:** One area where AIG students are not "at the table" are MTSS meetings. If the AIG Coordinator continues working with instructional staff in the district through monthly meetings and district initiatives, a foundation for further collaboration can be built. Using these collaborative relationships, the AIG Coordinator should advocate for AIG (or high-ability students) to be part of MTSS/ tiered support meetings and conversation. The AIG Coordinator should continue collaboration efforts to gain new knowledge about gifted education. This knowledge should be used to improve the local module. Additionally, Instructional Coaches in the district should be encouraged to complete the local gifted education professional learning module so they are able to support site-level PLCs in the absence of the AIG Coordinator.

**Sources of Evidence:** * AIG Planning Document [Google form]
* Local Module Brochure
* Local Module Course Descriptions (10 months)
* District List of AIG Certified or Locally Trained Staff
Standard 5: Partnerships

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

Practice A
Develops partnerships with parents/families that are intentional and meaningful to support the following needs of AIG students:
* academic and intellectual
* social and emotional

District Response: The district works hard to maintain positive relationships with parents and families in the community to support students academically, socially, and emotionally. Throughout the year, the district holds multiple family nights for students and parents to attend:

* Academic Events:
  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 Events:
  1. Operation Christmas Child: 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 with other 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, make tasty treats, create stockings, and read books with the K-5 students.
  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 videos of the machines to share with students who were unable to attend.

** 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. 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 where students who were part of the AIG program are invited back to the high school to be honored. 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**
Shares with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

**District Response:** The district utilizes numerous avenues to share information about the local AIG program, the local AIG plan, and other district policies 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 Central Office, 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/Remind 101 Option/Connect Ed: All of these methods of communication are used to share information with parents about upcoming district events, options being provided for students, and to give a heads-up about paperwork that is being sent home (i.e. Duke TIP information, 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.

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

**District Response:** The 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 parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

**District Response:** Using the avenues previously explained [District Services Brochure, AIG District Webpage, AIG Facebook Group, Remind 101, Connect Ed, and Newsletters], the district informs parents, families, and the community about opportunities available for AIG students on an ongoing basis. When possible, all documentation is translated into the students' native language.
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. Information on how to sign up for these communication methods is also provided on the district AIG website.

**Practice E**

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

**District Response:** The district partners with numerous local businesses, institutions of higher education, and other stakeholders to support the growth of the AIG program and its students.

* Partnership with the University of North Carolina- Charlotte:
  1. Gifted Certification Cohort- The district is currently working with UNCC to implement a gifted education cohort that will allow teachers in the district to complete the state coursework for certification at UNCC in one year, for only the price of books and semester fees (not course fees). The district has been given two slots in the cohort each year the cohort is available.
  2. Transition Camp Assistance- The district partnered with the UNCC Gifted Program to bring leadership and ideas to the summer transition camps. Through collaboration between the district AIG Coordinator and Gifted Education professors at UNCC, honors students in the gifted program at UNCC are invited to work at the transition camps held in the district. The AIG Coordinator meets with the honors students who will be leading the camps to plan sessions, brainstorm activities, and ensure the camps meet their intended purpose.

* 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.

**Ideas for Strengthen the Standard:** While much of this standard is complete, the AIG department knows they need to be more diligent about updating and utilizing the communication methods described in a more consistent manner. Additionally, the AIG department needs to work on translating all communication methods in the district into students’ native languages. To increase the diversity or amount of membership on the advisory board, the AIG department could also look at how NJHS and NHS members could provide childcare during advisory board meetings.

**Sources of Evidence:**
* Open Mic Night Flyer
* Research Gala Flyer
* Operation Christmas Child
* Rube Goldberg Event
* Parent Services Brochure
* AIG Advisory Letter English
* AIG Advisory Letter Spanish
* Transition Camp Flyer
* College and Career Signing Day Invitation
Standard 6: Program Accountability

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

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

District Response: 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 and Assistant Superintendent 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.

District Response: The AIG Coordinator 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 and parents to evaluate the implementation of the plan. The same survey will be used at the close of the 2018-2019, 2019-2020, and 2020-2021 school year to evaluate the 2019-2022 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 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 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 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 Assistant Superintendent on a monthly basis to update them on the implementation of the AIG plan. The data shared with the Assistant Superintendent 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.

**District Response:** 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 Assistant Superintendent for verification before purchases are final. This verification step allows the AIG Coordinator and Assistant Superintendent 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, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.

District Response: 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 to disaggregate these data to focus in on the AIG and high-achieving populations and to locate 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, 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 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 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
Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.
**District Response:** 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 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.

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

**District Response:** 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 who effectively complete the local professional learning module and pass the state exam for half of their exam fee. 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.

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

**District Response:** 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 Assistant Superintendent through meetings where the AIG Coordinator is not present.
* Informal opportunities for communication between the AIG Coordinator and other stakeholders.

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

**District Response:** The AIG plan 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
Disseminates all data from evaluation of the local AIG program to the public.

District Response: 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. A yearly 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 and families through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.
**District Response:** 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.
Ideas for Strengthen the Standard: Moving forward, the AIG department needs to intentionally collect data as required for the student's DEP and use this data to develop academic plans to meet the student's 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 2019-2020 school year.

Sources of Evidence: * Plan Survey Parent
* Plan Survey Parent- Spanish
* Plan Survey Teacher [Google Form]
* District State Certified and Locally Trained Staff List
* Notice of Testing- Referral
* Notice of Testing- Screener
* Testing Results/Identification- Screener
* Testing Results/Identification- K-5
* Testing Results/Identification- 6-8
* Permission for Services- Identified
* Permission for Services- Talent Development
* AIG Exit Form
* Grievance Policy
**Glossary (optional):**

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 than 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.

**Appendix (optional):**

4th and 5th Grade DEP-Identified Services Letter.pdf *(Appendix - Standard 1)*

4th and 5th Grade Talent Development Services Letter.pdf *(Appendix - Standard 1)*

6-8 FALL NNAT Results Identification (or not) Letter 2018.pdf *(Appendix - Standard 1)*

AIG Services Parent Brochure.pdf *(Appendix - Standard 1)*

Copy of KCS Gifted Pathways.pdf *(Appendix - Standard 1)*

K-5 FALL NNAT Results Identification (or not) Letter 2018.pdf *(Appendix - Standard 1)*

Notice of Testing Fall NNAT.pdf *(Appendix - Standard 1)*

Notice of Testing Spring NNAT- Screener.pdf *(Appendix - Standard 1)*

SPRING NNAT Results Identification (or not) Letter 2018.pdf *(Appendix - Standard 1)*

A.L. Brown AP Academy Overview.pdf *(Appendix - Standard 2)*

AIG Certified Staff 2018-2019 School Year.pdf *(Appendix - Standard 2)*

AIG parent flipbook.pdf *(Appendix - Standard 2)*

April Board Meeting Presentation.pptx *(Appendix - Standard 2)*

Early Entrance to Kindergarten Policy.pdf *(Appendix - Standard 2)*

English 1 Math 1 Parent Letter.pdf *(Appendix - Standard 2)*

Parent Survey Questions spanish.pdf *(Appendix - Standard 2)*

Parent Survey Questions.pdf *(Appendix - Standard 2)*
Teacher Survey Questions.pdf (Appendix - Standard 2)
4th Grade PBL Curriculum.pdf (Appendix - Standard 3)
5th Grade PBL Curriculum .pdf (Appendix - Standard 3)
AIG Social-Emotional Curriculum Map.pdf (Appendix - Standard 3)
Differentiated Education Plan KCS.pdf (Appendix - Standard 3)
Step Up Your Game PD PPT.pdf (Appendix - Standard 3)
1st Meeting Tasks.pdf (Appendix - Standard 4)
AIG Local Certification Brochure.pdf (Appendix - Standard 4)
April Tasks - Being a Gifted Advocate.pdf (Appendix - Standard 4)
February Task- Parenting a Gifted Child (and Gifted Parents too!).pdf (Appendix - Standard 4)
Growth Mindset.pdf (Appendix - Standard 4)
January Task- Differentiation and Choice.pdf (Appendix - Standard 4)
March Task- Projects, Technology, and Gifted Learners.pdf (Appendix - Standard 4)
November_December Tasks- RIGOR.pdf (Appendix - Standard 4)
October Tasks- Social Emotional Needs and How Knowledge of Learning Styles Helps.pdf (Appendix - Standard 4)
Praxis Study Guide & Resources.pdf (Appendix - Standard 4)
September Task- Gifted 101.pdf (Appendix - Standard 4)
AIG Family Event 2018.pdf (Appendix - Standard 5)
AIG Services Parent Brochure 2018-2019.pdf (Appendix - Standard 5)
Advisory Committee Letter 2018-2019 spanish.pdf (Appendix - Standard 5)
Invitation to College Signing Day.pdf (Appendix - Standard 5)
KCS 3rd Annual OPEN MIC NIGHT.pdf (Appendix - Standard 5)
KCS Transition Camps 2019.pdf (Appendix - Standard 5)
Research Project Gala 2018.pdf (Appendix - Standard 5)
Rube Goldberg Night March 20.pdf (Appendix - Standard 5)
AIG Exit Form.pdf (Appendix - Standard 6)
AIG Grievance Policy.pdf (Appendix - Standard 6)
AIG Plan 2019 Parent Survey Spanish.pdf (Appendix - Standard 6)
AIG Plan 2019 Parent Survey.pdf (Appendix - Standard 6)
Notice of Testing Referral.pdf (Appendix - Standard 6)
Notice of Testing Screener.pdf (Appendix - Standard 6)
Permission for Services Identified.pdf (Appendix - Standard 6)
Permission for Services Talent Development.pdf (Appendix - Standard 6)
Testing Results Identification 6-8.pdf (Appendix - Standard 6)
Testing Results Identification K-5.pdf (Appendix - Standard 6)
Testing Results Identification Screener.pdf (Appendix - Standard 6)
Board Presentation of AIG Plan 2019-2022.pdf (Local Board Approval Document)
Executive Summary AIG Plan 2019-2022.pdf (Other Forms)