

Cabarrus County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022

Approved by local Board of Education on: 13-MAY-19

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Cabarrus County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 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, Cabarrus County Schools local AIG plan is as follows:

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

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

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

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

State Funding	Local Funding	Grant Funding	Other Funding
\$1790389.00	\$153681.00	\$.00	\$.00

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Standard 1: Student Identification

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

Practice A

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

District Response: Cabarrus County clearly articulates and disseminates clear, comprehensive, and equitable screening and referral processes for AIG identification.

Screening

*The CCS Gifted Education Department utilizes the Naglieri Non-Verbal aptitude test (NNAT) as a screener in all 2nd grade classrooms across the district. Results of this screener will be disseminated to schools and the district's accountability department for inclusion in student records, and NNAT Student Reports will go home to families in the middle of the final quarter of school.

*Additionally, students are screened for gifted potential through the LIFT cultivating potential program in 1st and 2nd grades. The whole class lessons provide equal opportunity for ALL students to demonstrate high-level thinking in a variety of formats. Documentation of high ability thinking is gathered for review in student portfolios over the course of the 2-year program.

Referral/Nomination

Students in grades 3-8 may be nominated for AIG identification in a variety of ways:

- *Classroom teacher or administrator referral
- *AIG Specialist referral
- *Parent nomination
- *Student self nomination

An AIG Nomination form must be completed for each student being referred for AIG services. The AIG-1 Nomination Form contains student demographic information, available performance data, and a recommendation/task commitment checklist completed by the person making the referral.

An AIG Program Team at each school oversees the AIG referral and nomination process. The AIG Program Team may be composed of classroom teacher representatives, curriculum specialists, a counselor, an administrator and the AIG specialist. The AIG specialist serves as chairperson of the team. This team meets to review student portfolios, nomination forms, and any available performance data, using multiple criteria pathways for nomination. This team considers any special needs of nominated students, and works to find the right fit for students that may need alternative assessment options.

Students in grades K-2 and 9-12 can be referred for AIG Identification to the AIG specialist, or the administration, at each school site when appropriate aptitude and achievement data is available for use in the AIG identification process. This includes score reports acquired through private testing, or transfer scores from a previous school's gifted program, that represent nationally normed aptitude and achievement test data.

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

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

*Performance can be represented through classroom grades, standards based grades, teacher recommendations, and/or student LIFT portfolio work samples.

*Students are given multiple opportunities to demonstrate achievement gifts through standardized assessments such as NC EOG scores, IOWA scores, or WIAT scores.

*Student aptitude can be identified using the CogAT in a variety of ways: Composite score, Verbal Subtest score, Quantitative Subtest score, and Partial Composite Subtest Scores for students with high Non-Verbal Subtest scores. The NNAT is available as an alternative aptitude assessment for use with ELL students or students who demonstrate strong visual spatial or non-verbal thinking skills.

Grades K-2

Students that enroll in Cabarrus County elementary schools in grades K-2 with an AIG identification from a previous school, or through private testing, can be identified as an AIG student if they meet the following CCS Primary AIG Identification Criteria:

Pathway 1 (IG):

98th%ile composite score on a Nationally Normed Aptitude test

Pathway 2 (AI, AM, AR):

98%ile on a nationally-normed achievement test (Reading or Math)

AND

95%ile on a nationally-normed aptitude test (subtest or composite score)

Grades 9-12:

Students that enroll in Cabarrus County high schools with an AIG identification from a previous school, or through private testing, are added to the school's AIG Headcount in Powerschool.

Grades 3-8:

Students can be assessed for AIG identification and service prior to, or during, the first semester of each school year in grades 3-8. The primary testing windows for each grade band are as follows:

*Middle School : summer

*5th and 4th Grade: September

*3rd Grade: October

Cabarrus County AIG Department offers a Summer Testing window for AIG identification. Schools can request aptitude and/or achievement testing for students over the summer months, so that an identification and service decision can be made prior to the start of the new school year. Outside of these primary windows, AIG Testing occurs on an as-needed basis during the first semester of each school year.

Aptitude and achievement tests are supplied through the Gifted Education Department to each school site. Tests for AIG identification are administered by AIG Specialists, the AIG Coordinator, or school testing coordinators. Scoring is completed at the district's Education Center through the AIG Department's contracted services with Riverside and Pearson testing.

Identification Criteria

Students in grades 3-8 can be identified for Elementary School AIG identification and/or Middle School AIG identification through 3 unique pathways:

The IG Pathway (Intellectually Gifted Pathway)

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

The Achievement Pathway (AI, AR, AM)

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

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

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

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

-AIG Program Team recommendation OR teacher recommendation

The Aptitude Pathway (AI, AR, AM)

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

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

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

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

-AIG Program Team recommendation OR teacher recommendation

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

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

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

*The Naglieri Non-Verbal Aptitude Test as a screener of ALL students in 2nd grade, and as an alternative aptitude test in grades 3-8.

*CogAT partial composite scores, which incorporate the Non-Verbal Subtest performance when calculating student aptitude in the Quantitative and Verbal areas, are used to identify students for AIG identification.

AIG program teams at individual schools, who have determined a nominated student has a special circumstance that may require an alternative achievement or aptitude test, may request a Secondary Test from the district's Gifted Education department. In these cases, the school's AIG specialist submits a Secondary Test request form to the AIG Coordinator with the rationale for the request.

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

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

Practice D

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

District Response: All Cabarrus County schools' gifted programs use the same AIG screening, nomination and identification processes, and have equal access to all assessment materials. All screening, referral, and identification processes are reviewed annually by the AIG coordinator with AIG specialists at all levels.

All of the 3-8 screening, referral and identification forms are standardized and located in a central digital handbook available to all AIG staff.

Students who are referred and assessed for AIG Identification must meet the district's appropriate AIG Identification criteria in order to be added to Powerschool with an AIG identification. A standardized Powerschool Change of Service Level form is used by all schools to enter a student as AIG, or make any changes to the area of AIG identification in Powerschool.

Consistent LIFT lesson plans and student observation forms are utilized at every school by the AIG specialist to ensure program fidelity across schools. AIG specialists collect a standardized list of work samples for each LIFT portfolio created throughout grades 1-2.

The NNAT screener is implemented in every 2nd grade classroom in the district during a consistent spring testing window assigned by the district.

An AIG file is created for any student who goes through the AIG referral and identification process. Student AIG files are standardized across the district. A generic "Model AIG File" is provided to new AIG teachers to provide guidance in the organization and requirements for the AIG files. Annual audits of AIG files are conducted in all elementary schools by the AIG coordinator to ensure consistency and completion.

AIG assessment materials are purchased and housed at the district office in the Gifted Education department. AIG specialists at each school can request any needed assessment materials for use during the identification process. All schools have equal access to AIG assessment materials.

Practice E

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

District Response:

Screening

A letter is sent home to the parents/guardians of all 2nd grade students 1 week prior to the administration of the NNAT screener. The letter notifies families of the nature of the screener, the testing window, and gives families the option to opt out of NNAT testing.

Student Score reports are sent home with with 4th Quarter progress reports. Score reports also go in each student's Cumulative Record.

Referral and Identification Process

*The referral process and identification pathways are described on our district's gifted website, and common questions related to AIG nomination and identification are answered in our FAQ section.

*The AIG referral process and identification pathways are disseminated to regular elementary education teachers annually through our AIG Services Training module, as well as through our Gifted Local Endorsement for Educators (GLEE) course. Elementary AIG specialists meet with grade level PLCs and school administration during critical referral and identification windows to ensure understanding and consistency.

*Families of students nominated for AIG testing receive a Consent for Evaluation form which overviews the testing process. Following testing, families receive the AIG-3 Notification of Results and Placement letter that reports the scores on all tests given for AIG Identification, as well as the final identification decision.

*Identified AIG students and parents receive copies of standardized district forms related to AIG services, and a letter that explains the data used in the identification decision. These forms are available in Spanish for our ELL families.

*Parents/Guardians of students who are identified as gifted are invited to a meeting that overviews Cabarrus County gifted education services.

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

Grades K-8

*The AIG-1 Nomination Form clearly records AIG identification data and identification decisions. Scores on tests completed during AIG assessments are recorded on this form. This form is placed in the front of all AIG Student files. A new AIG-1 Nomination form is completed each time a student is nominated and assessed for AIG identification, creating an ongoing record of performance.

*A summary of the AIG assessment scores and the AIG identification decision goes home to families in the form of the AIG-3: Notification of Results and Placement letter. A copy of this letter is also contained the the AIG file.

*A copy of the CogAT Student Individual Performance report goes home to the family of any student who took the CogAT in the AIG assessment process. This report explains how to read the results, and offers suggestions to families based on the student's performance. All individual performance reports for tests administered during the AIG assessment process are placed in individual AIG Student files.

*Students are added to Powerschool with an AIG identification using our standardized AIG Powerschool Change of Service Level form provided to individual school data managers. A copy of the signed AIG Powerschool form is placed in the back of each AIG student file.

*Parents of identified AIG students must sign the Consent to Serve form before the student can receive AIG resource services. This form is placed in each AIG file and is reviewed annually.

High School

*Students are added to Powerschool with AIG identification using our AIG Powerschool form provided to individual school data managers. A copy of this form is placed in the AIG student file.

Ideas for Strengthen the Standard: Continue to develop high school testing and/or service policies for AIG students to disseminate to the public. Currently we do not test and identify new high school students as gifted. Students already identified in other districts, or through outside testing, receive related services such as the DEP development and related counseling services. High school students are able to self-select courses to meet the level of challenge they desire, but we are interested in developing a more focused or direct service for AIG students in High School.

As communication and the stream-lining of AIG processes develops and improves further in the middle and high schools, an audit process for AIG files at the middle and high school levels needs to be added in the coming years.

In order to implement the county wide LIFT program in grades 1 and 2, we had to eliminate the identification of gifted learners in grade K-2 by the district's AIG specialists. This allowed us to increase student access to the AIG specialists in each school, and minimize the amount of testing AIG specialists had to do. While our advanced K-2 learners do get access to the AIG teacher through the LIFT lessons, as well as AIG collaboration with classroom teachers, there is no direct service provided for them.

In this next plan we do lay out the identification pathway for primary age students who enroll with outside testing data, or identification from a previous district. However a big future goal would be to

have enough staff to allow us to identify and/or provide direct service for these students in grades K-2. While we would like to be able to do it all, we would need more funding for AIG staff at the elementary school level in order to provide all of these services in a comprehensive plan.

Sources of Evidence: CCS AIG Identification Criteria document

AIG Student Files

AIG-1: Nomination Form

Teacher Recommendation Form (digital and paper versions)

AIG-2: Consent for Evaluation

AIG-3: Notification of Test Results

AIG-4: Invitation to Meet and Consent to Serve

Spanish forms

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

AIG Progress Report document

AIG Powerschool Form

Math Double Acceleration Criteria document and identification paperwork

LIFT portfolios

NNAT district data

NNAT parent letter and Student Score Reports

NNAT Test records in student cumulative records

CCS Gifted Education Webpage and AIG teacher webpages

AIG Services Training Module

AIG Services Parent Meeting Powerpoint (elementary and middle versions)

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

Elementary AIG Handbook of Forms

Middle School and High School webpage forms

AIG Student Files audit forms

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

Elementary School

Students identified as AIG in grades 3-5 will receive 2 hours per week of AIG pull-out enrichment service through our SOAR program. AIG SOAR units support the CCS AIG Curriculum Goals and Objectives, and extend and enrich Common Core Standards.

-The 3-5 SOAR program integrates many cross-curricular topics, as well as higher level thinking and problem solving skills, therefore the SOAR program is beneficial to students identified as gifted in math, reading, and/or IG.

-The implementation of the SOAR AIG Curriculum in all Cabarrus County elementary schools allows us to target global competencies, problem and project based learning, social and emotional needs, and career readiness for our district's AIG students.

-Instruction is designed to accommodate a wide variety of learning styles, interests, and areas of ability by providing choice and integration of all content areas.

CCS AIG SOAR Curriculum

Creative and Productive Thinking

Goal 1: Students will develop techniques that help in the search for innovative solutions and the creation of unique concepts.

Objectives

- 1.1 Demonstrate the ability to use fluency, flexibility, originality, and elaboration in idea production
- 1.2 Demonstrate the use of the brainstorming process in creative problem solving .
- 1.3 Show knowledge of various creative thinking strategies to create an original product
- 1.4 Show knowledge of various creative processes (such as SCAMPER, webbing, brainstorming)
- 1.5 Produce ideas and solutions for real challenges using creativity techniques

Problem Solving

Goal 2: Students will learn strategies for rational decision-making and apply them to problems and issues in today's world.

Objectives

- 2.1 Demonstrate understanding of a variety of problem solving skills
- 2.2 Develop problem solving techniques and group generated solutions

2.3 Apply problem-solving strategies to class-based situations, such as math word problems and conflict resolution

2.4 Apply problem solving strategies to real-life situations

Thinking Skills

Goal 3: Students will make connections between present knowledge and new information, derived from varied materials and environments. They will identify premises, analyze relationships and validate conclusions.

Objectives

3.1 Implement techniques for convergent and divergent thinking, such as deductive and analogous reasoning

3.2 Develop strategies for critical thinking through abstract concepts, connections and generalizations

3.3 Develop techniques for inductive inquiry

3.4 Develop skills of visualization and spatial perception

3.5 Understand the nature of thinking and apply metacognition (Revised Bloom's Taxonomy and Jacob's Ladder)

3.6 Develop reflection and self-evaluation skills

Research

Goal 4: Students will make effective decisions about the identification, implementation and presentation of ideas.

Objectives

4.1 Independently state a topic as a research question by:

- identifying concepts

- broadening and narrowing

- translating the question into a searchable query

4.2 Conduct and plan independent studies and research projects using:

- action plans

- time management skills

- study skills

- appropriate documentation

- multiple primary, secondary sources

- self-assessment

4.3 Evaluate research sources for relevance and accuracy

4.4 Understand appropriate usage with regard to copyright and patent law.

4.5 Analyze information to create a meaningful format/product

4.6 Reflect upon and personally interpret research results

Personal Growth

Goal 5: Students will recognize their individual strengths, needs and interests, and develop skills to achieve their potential while making meaningful contributions to society.

Objectives

5.1 Analyze and clarify feelings on being gifted, and explore related social and emotional issues

5.2 Gain an understanding and respect for each person's abilities, and recognize the similarities and differences between oneself and others

5.3 Explore feelings about a variety of ethical, moral, and cultural issues

5.4 Develop respect for self and empathy for others

5.5 Develop awareness for one's own learning profile and area(s) of giftedness

5.6 Develop self-monitoring skills for personal interactions

5.7 Demonstrate leadership and self-advocacy skills

5.8 Develop, pursue, and adjust short- and long- term personal and academic goals

Communication

Goal 6: Students will use effective communication skills to construct knowledge and interact with others through a variety of techniques and media.

Objectives

6.1 Participate effectively in a large group discussion. The student will edit and refine information, concepts and ideas to be reported individually and in groups to ensure quality products

6.2 Communicate verbally, recognizing and practicing techniques of public speaking, appropriate to a specific audience

6.3 Create, develop and deliver presentations in a variety of formats using various multimedia tools

6.4 Develop skills for delivery and acceptance of constructive criticism, peer and teacher review and self-evaluation

6.5 Identify and solve problems using appropriate communication skills in a collaborative endeavor.

Elementary (K-5) Gifted Services

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

*Enrichment and acceleration opportunities are available in the regular classroom curriculum for our gifted learners through a wide variety of differentiation strategies including math and reading workshop. Strategic and flexible grouping are used to meet the variety of needs of our gifted students.

*The LIFT nurturing potential program provides opportunities for ALL students in 1st and 2nd grade to be exposed to a variety of high level thinking skills, and demonstrate thinking potential in a non-traditional format. Students that demonstrate strengths in particular thinking skills will have the opportunity to practice those skills in a small group setting led by the AIG specialist.

Middle School

*Advanced course programming is available at all of our middle schools for advanced learners and gifted students. This includes the following:

-Advanced Math Placement Services (AMPS): The AMPs courses include the curriculum strands of ratios and proportional relationships, the number system, expressions and equations, geometry, and statistics and probability. During this 2 year course sequence, student instruction will cover 6th, 7th, and 8th math standards in preparation for Math 1 in 8th Grade.

-Advanced Language Placement Service (ALPS): ALPS is an opportunity for students to develop flexible and strategic ways to read and write about a wide variety of texts in a fast paced and fluid environment. Emphasis is on moving from merely comprehending text to rhetorical analysis and writing to develop students' clarity, complexity, and effectiveness. Students will apply their knowledge in a variety of ways and will work more independently, often at a faster pace and with more complex texts.

The curriculum is intended to strengthen students' skills in critical inquiry, deliberation, rhetorical analysis, argument, and synthesis.

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

-In 8th Grade students may be eligible to take Math 1, World Language 1, and/or Earth and Environmental Science for high school credit.

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

*Cluster grouping of AIG identified students within middle school classes is encouraged.

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

High School

*High school AIG students utilize the district's open enrollment policy to register for rigorous coursework including AP level courses, Honors level courses, and dual-enrollment college-level courses.

*High School counselors, AIG students, and their parents will participate in the development of the student's annual Differentiation Education Plan (DEP) during the course advisement and scheduling sessions. This DEP discussion provides the opportunity for counselors to advise gifted students to enroll in courses that will continue to provide rigor and challenge in their area(s) of AIG identification

*Annual Parent/Student Meeting titled: "Choosing Appropriate Rigor for High School for Gifted and Advanced Learners" is offered to all AIG students and families at each individual high school.

Practice B

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

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

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

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

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

Practice 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: Cabarrus County Schools makes use of intentional grouping to meet the needs of gifted learners. The expectations for effective grouping are outlined in Cabarrus County's Common Instructional Framework Guides for Elementary School and Secondary School. This includes recommendations for small group instruction as well as independent learning and practice.

Workshop and Guided Reading instructional models used in all of our elementary and middle schools are built on flexible small group instruction. Data analysis in K-12 grade level or content PLCs in all CCS schools drives decisions about grouping for advanced learners to promote growth of all students. PLC teams utilize Mastery Connect benchmark data and common formative assessment data to plan for effective instructional strategies for students that have demonstrated mastery at key points.

Cluster grouping of AIG identified students and other advanced students is recommended as a best practice in all schools and grade levels.

In the primary LIFT intervention program, teachers target small groups to work with throughout the year. These groups are flexible and fluid based on the students who demonstrated high ability in a particular thinking skill.

In compliance with House Bill 986, the Cabarrus County middle school advanced math courses are open to any student who achieves an 80%ile or higher on the End of Grade Test in Mathematics. Students that reach this data point in later years of middle school can be on-ramped into advanced math courses by completing a local "on-ramping" course that covers missed content and objectives from the previous prerequisite course(s) that the student was not exposed to. This support and practice helps ensure the best chance of success for a student added to a pathway of compacted math curriculum at a later point in middle school.

Students who score an 80%ile or higher on the End of Grade Test of Reading can be enrolled in the middle school Advanced Languages Placement courses at any point during the middle school years when this data point is reached.

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

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

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

The AIG Program teams and/or specialists at each school site uphold the regulations related to gifted education during the AIG nomination and identification process, and oversee that gifted students are placed in appropriate differentiated services.

Each school year an annual AIG Program overview is shared with elementary school personnel that includes information about AIG services, referral and identification process, and best practices for differentiation in the classroom.

Classroom teachers and AIG specialists collaborate to develop the Differentiation Education Plan for each AIG identified student annually. This DEP holds teachers accountable for meeting the differentiation needs of AIG identified students in the regular classroom in each child's area of identification.

In the Fall of each school year, the Gifted Education Department works to educate the teachers and school support staff about who the identified gifted students are. The Department distributes a link to password protected AIG student rosters to each school site, including AIG student identification areas, in an effort to spread awareness of who the gifted students are, and allow for appropriate differentiation opportunities to take place across all academic areas.

Practice E

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

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

Elementary

*AIG specialists meet with 1st and 2nd grade teachers about the portfolio development process for our LIFT program at the start of each school year. These portfolios follow students up to the 3rd grade nomination and identification period, and are reviewed by the AIG Program Team at each school. When students transfer within county, LIFT portfolios are transferred to the AIG specialist at the new school.

*5th Grade AIG files are transferred to corresponding middle school AIG chairs at the annual county wide file exchange held the last week of school. Elementary AIG teachers provide middle school chairs a list of identified AIG students and the recommended matching services the student should receive at the middle school. A copy of each AIG list is also stored in the Gifted Education Department.

Middle

*8th Grade AIG files are transferred to corresponding high school AIG chairs at the annual county wide file exchange held the last week of school. Middle School AIG teachers provide high school chairs a list of identified AIG students and the students' areas of identification.

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

High

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

*Middle and High School counselors utilize the HS AIG DEP with rising 9th grade AIG students during their High School orientation and scheduling conferences to ensure appropriate rigor and challenge is continued for gifted learners in high school.

Transfer Process

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

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

*Students who transfer in from another district with an AIG identification are referred to the AIG Program Team, and all available identification data is collected. Students that meet CCS AIG service criteria can be served immediately through matching gifted programming. Students that do not meet the district criteria are served in the classroom through differentiation, and can be re-assessed in subsequent school years for AIG Resource services.

*Cabarrus County honors the AIG identification of any student transferring in as part of a Military Family. Matching AIG services begin immediately once the school's AIG program team is notified of the student's identification.

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

Classroom Teachers

Teachers who acquire the Gifted Local Endorsement for Educators in Cabarrus County study multiple topics related to the social and emotional needs of gifted learners. GLEE curriculum covers the following topics to create a greater understanding of the unique needs of gifted learners:

- *Overexcitabilities
- *Underachievement
- *Perfectionism
- *Asynchronous development
- *Social development
- *Unique learner profiles of gifted students

School Counselors

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

*Middle and High School counselors have access to *The Gifted Teen Survival Guide* by Judy Galbraith and Jim Delisle at each school. Some use this resource to plan and target small group counseling sessions for gifted learners.

*One counselor from each High School serves as the AIG Liaison. These counselors receive notifications related to AIG policies and opportunities, and assist high school AIG Chairs with AIG file management and programming support.

*All high school counselors take part in the development of each high school AIG student's Differentiation Education Plan through their annual scheduling meetings.

*Counseling Resources for working with AIG learners is available on the district Gifted Education webpage. Counselors can submit new resources to be added to the webpage as new ones become available. Resources are listed by the social/emotional topic they address.

SENG

*Cabarrus County Gifted Program offers SENNG (Social Emotional Needs of Gifted) parent groups each year. Trained SENNG facilitators conduct these parent sessions after school hours for parents that sign up for the group. The number of sessions and participants varies year to year based on the available AIG budget.

Partnership with School Psychologists

The CCS Gifted Department partners with district psychologists to conduct relevant training for educators and parents of gifted learners including the following modules:

*Growing Up Gifted

*The Psychology of Gifted Students and Standardized Testing

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

*Cabarrus County Schools participates in 2 Credit by Demonstrated Mastery CDM windows (Fall and Spring). Middle and High school counselors are trained to counsel students and families about making the decision to apply for CDM credit, and serve as liaisons to the Gifted Education Department as needed during the Phase 1 and 2 process.

*High school AIG students utilize the district's open enrollment policy to register for accelerated and rigorous coursework including AP level courses, Honors level courses, and dual-enrollment college-level courses.

*Students highly gifted in math have the opportunity to qualify for the CCS Math Double Acceleration pathway in middle school. In order to be eligible for this advanced math pathway, students must meet a set of rigorous criteria at the end of 5th grade. These students take our 7th grade Advanced Math Placement course in 6th grade, Math 1 for high school credit in 7th grade, and Math 2 for high school credit in 8th grade. A recommended acceleration math continuum is provided to these families for long term planning all the way through high school.

* Middle school students in the Advanced Math Placement course (AMPS) receive compacted curriculum in grades 6 and 7, concluding with Math 1 for high school credit in grade 8.

* 8th grade students have the opportunity to take a compacted year of science including Earth and Environmental Science for high school credit. At some schools, World Language 1 for high school credit is offered to 8th grade students.

* Strategic use of digital learning tools such as ALEKS, CANVAS, Blended Learning, and virtual school courses provide opportunities for students to accelerate and compact curriculum.

The CCS Gifted Department's Enrichment and Acceleration Options document overviews policy for students being considered for subject or grade acceleration.

Students who may benefit from subject acceleration are encouraged to meet the following district guidelines:

*99th percentile on standardized achievement test in reading, math, or total composite

*Long term plan in place for future subject acceleration in consecutive years of instruction.

*Work sample portfolio demonstrating above grade level performance

*Strong student interest and motivation

- *Social-emotional profile of maturity as shown on a formal checklist or scale of early social development
- *Independent learner in school environment
- *Parent support
- *Regular Classroom Teacher recommendation
- *School administrator recommendation
- *AIG Program Team recommendation

For students being considered for grade acceleration, schools can utilize information from the IOWA Acceleration Scale to determine the best academic placement, and follow one of the following procedures for grade acceleration:

Option 1. The school administrator can make an administrative decision to accelerate a student based on all available data and when the acceleration is in the best interest of the student.

Option 2. School personnel can assess the student being considered for acceleration and utilize the following district acceleration criteria:

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

Practice H

Implements intentional strategies to broaden access to advanced learning opportunities for under-represented 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:

High School

In Cabarrus County Schools high schools, any student with the desire for advanced learning opportunities and rigorous curriculum can enroll in Honors or AP level coursework through our open enrollment policy.

Cabarrus County Schools has two Early College High Schools. The aim of the Early College model is to graduate students who earn a high school diploma as well as two years of transferable college credit or an associate degree all at no cost to their families. The target population for these early college programs is first generation college-goers, those seeking a challenging, more rigorous curriculum or other historically underserved populations.

Middle School

In an effort to provide greater access to advanced courses in our district's middle schools, any student who achieves an 80%ile or higher on the Math EOG is eligible to enroll in the Advanced Math Placement course, regardless of AIG identification. Any student who achieves an 80% or higher on the Reading EOG is eligible to enroll in the Advanced Language Arts Placement course, regardless of AIG identification.

Students who score between a 75-79%ile on the EOG can still be eligible for advanced course programming if the student also has 2 of the 3 following criteria:

- teacher recommendation
- 5th grade final grade average 90% or higher or achieves Level 3 or 4 on all grade level standards (for schools utilizing standards based scoring practices)
- 85%ile or higher on a standardized aptitude test

Elementary School

LIFT

The district's 1st and 2nd grade LIFT program curriculum cultivates potential in young students who may demonstrate non-traditional signs of gifted thinking. The whole class LIFT lessons offer equal access of this curriculum to all students.

Elementary students in 1st and 2nd grade will have the opportunity to experience enrichment classes that extend the curriculum in the regular classroom. These LIFT (Learning Interventions for Talented) classes provide students, the regular classroom teacher, and the teacher of gifted education a chance to partner together in the cultivation of potential in young high ability students.

Curriculum: The LIFT program consists of whole group and small group lessons focusing on Convergent, Divergent, Visual/Spatial, and Evaluative thinking skills using the Primary Education Thinking Skills curriculum (Pieces of Learning). PETS is a systematized enrichment and diagnostic thinking skills program that serves the dual purpose of helping in the identification of academically talented students and teaching students higher level thinking skills.

Format: The entire class is given the opportunity to experience the challenge of the thinking skills through whole group lessons facilitated by the school's certified AIG teacher. Based on teacher observation and student performance, a small group of students is then given further opportunity to explore the thinking skill in a variety of in-depth small group activities. During the small group activities, the AIG teacher is able to evaluate student potential further and to plan student programming accordingly.

Throughout the LIFT program, the AIG teacher and regular classroom teacher will collaborate by collecting data through observations and work samples. After each thinking skill is introduced, the AIG

teacher will provide the regular classroom teacher with possible resources that they may use for enrichment within the classroom that will allow student to further practice the program's thinking skills and make connections to the regular curriculum.

SOAR

Students can be referred and assessed for AIG identification and/or advanced course enrollment at multiple entry-points. Students can be re-assessed each year in grades 3-8 when the data supports a referral, and a full year has passed since the previous test administration.

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

- The NNAT as a screener of ALL students in 2nd grade, and as an alternative aptitude test in grades 3-8
- CogAT partial composite scores which incorporate the Non-Verbal Subtest performance.

Results of these alternative types of aptitude assessments are shared with ELL, EC and classroom teachers when appropriate, allowing a collaboration with the AIG teacher and other teachers to meet the unique learning needs of these non-verbal thinkers. The CCS Gifted Department has developed resources for teachers to use with highly non-verbal thinkers and learners to promote academic success and growth.

The CCS IG Pathway for AIG Identification allows students with a composite score of 98%ile or higher on any aptitude test to be identified for services without any additional criteria. Twice exceptional students can be identified as gifted in just one academic area through the use of verbal or quantitative subtest scores on the Cognitive Aptitude Test.

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

Practice I

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

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

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

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

- LEGO and VEX Robotics Programs/Camps
- Interest Clubs (wide variety)
- Service learning opportunities
- Academic competitions (Young Authors, Math 24, Math and Science Olympiads, Quiz Bowls, Spelling Bee, Geography Bee, Odyssey of the Mind, Math and Science Fairs)
- Field trips
- School-wide enrichment opportunities (Science Day, Hour of Code, Music, Art and Theater opportunities)
- Camp Invent

Ideas for Strengthen the Standard: The Gifted Education Department has been exploring the option of offering an AIG "elective" at the middle school level. This would provide more direct services to our middle school AIG students, and allow instructors time to address some of the unique learning profiles, and social and emotional needs of gifted children. A direct service option would also allow us to assign certified gifted specialists to work with the AIG students in middle schools. Currently, teachers at the middle school level are not required to have gifted certification to work with advanced learners.

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

The AIG programming and services are very limited at the high school level at this time. If district budget ever allows, a strong addition to high school programming would be high school AIG specialists at every high school who would serve as case managers and advisors for each high school's AIG population and AIG community.

While we would like to be able to do it all, we would need more funds for staffing at the elementary school, middle school, and high school levels in order to provide all of these services in a comprehensive plan. We are currently doing what we can with 4% of ADM funding from the state, while serving 18% of our student population as gifted learners.

Sources of Evidence: Continuum of Elementary AIG Services document
CCS Instructional Framework Guides
SOAR AIG Curriculum document and identification pathways

K-12 Differentiation Education Plan documents
Individualized Differentiation Education Plan document
AIG Services Training Modules
AIG Services Annual Parent Meeting Powerpoints (elementary and middle versions)
School Psychologist Partnership Training Modules

Gifted Local Endorsement Course (GLEE) website, brochures, and CANVAS courses
Middle and High School Advanced Course Progressions

Middle School Advanced Courses Brochure
6th-8th AMPS curriculum
Middle School Advanced Courses criteria document
Middle School Advanced Course On-Ramping courses

AIG CCS 5 year Magnet Plan
CCS NAF Academies Webpage

County Guidelines for Grade Acceleration
IOWA Acceleration Scales

LIFT portfolios
LIFT Curriculum, CANVAS course, newsletter for classroom teachers
Support materials database for Visual Spatial Learners

AIG Headcount lists in Google Sheets
AIG ES/MS Transition lists
CCS AIG Department Improvement Plan
Benchmark Data

Gifted Education Webpage
Summer Enrichment/Camp webpage
CDM webpage and schedule
SENG website and group registration information
Counselor Resources on AIG webpage
Books: The Gifted Teen Survival Guide by July Galbraith and Jim Delisle and The Survival Guide for Gifted Kids by July Galbraith.

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

Extension and Enrichment Opportunities

*At the elementary level the AIG SOAR curriculum is focused on process skills and global competencies such as: research, communication, technology, critical thinking, and creative thinking that enrich and/or extend the Common Core State Standards (CCSS).

*The CCS Gifted Education Department is developing units of study for the SOAR resource classes that align to and extend the NCSCOS objectives for each grade level, and will provide opportunities for gifted learners to explore high interest areas such as: architecture, inventions, and solving mysteries.

*All students in 1st and 2nd grade receive cultivating potential (Core +) enrichment in the regular classroom. AIG teachers partner with classroom teachers, and any other instructional staff, to provide opportunities for students to demonstrate gifted thinking skills during these LIFT lessons. AIG Specialists provide classroom teachers with resources and lesson ideas to integrate the thinking skills from LIFT into the NCSCOS.

*Extension and enrichment lessons and activities for the regular classroom are built in to the CCS UbD Curriculum Documents Stage 3. AIG specialists from the elementary and middle schools will be working in the coming years to add more extension and enrichment activities in the UbD stage 3 during the district's annual curriculum review process.

*Elementary classroom teachers utilize a variety of resources through the Gifted Education program to differentiate accordingly in the classroom for advanced learners. This includes utilizing the Jr. Great Books CANVAS course and the Math Enrichment CANVAS course created by the district's AIG specialists for use in the classroom. Teachers can also borrow from a wide variety of evidence based resources housed in each AIG specialists classroom to help facilitate differentiated learning opportunities such as enrichment stations/centers, independent learning projects, and small group learning projects. These include well known publications for gifted learners by companies such as Prufrock Press, Pieces of Learning, Great Books Foundation, William & Mary, etc.

Acceleration Opportunities

At the middle school level the ELA and Math curricula are differentiated to meet the unique needs of AIG learners through a variety of acceleration opportunities:

*The Advanced Language Placement (ALPS) courses in middle school utilizes the NCSCOS ELA objectives while accelerating students through the use of more advanced, rigorous text. ALPS classroom teachers supplement their instructional frameworks with ELA lessons for Gifted and Advanced Learners from Vanderbilt University's Program for Talented Youth. These are concept based lessons that are aligned to the Common Core Standards, but are accelerated beyond the typical level.

*The Advanced Math Placement (AMPS) course compacts the 6th, 7th, and 8th grade NCSCOS math curriculum, allowing students to participate in Math 1 in 8th grade for high school credit. A separate county curriculum guide has been developed for the AMPS course.

*Exceptionally advanced math students have the chance to double-accelerate their Math courses, allowing them to take Math 1 in 7th grade and Math 2 in 8th grade.

*At the majority of middle schools in the district, students have the option to take Earth and Environmental Science and/or World Language 1 for high school credit during the 8th grade year.

*At the high school level teachers follow the Honors Blueprint and AP Common Core and Essential Standards. Honors level courses extend the regular curriculum to expose students to the AP or college level objectives for the course. Blended Learning opportunities are available at many schools through our Teacher Reach program, and students wishing to accelerate beyond district-offered courses have the option to enroll in NCVPS, NCSSM courses, or participate in dual enrollment courses with Rowan Cabarrus Community College.

*Students in grades 8-12 are able to request that they be considered to receive Credit by Demonstrated Mastery. This will require the student to demonstrate a deep understanding of content through the successful completion of a comprehensive assessment and an artifact portfolio. A school level team will review all of the evidence to determine if credit can be awarded.

Practice B

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

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

Elementary Schools

Both classroom teachers and AIG resource specialists make use of a variety of instructional practices for gifted learners including the following:

- Project Based learning
- Choice boards and menus
- Problem Based learning
- Workshop model instruction

- Groupwork
- Small group instruction
- Higher level questioning
- CANVAS courses for a flipped classroom experience

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

The instruction provided through the SOAR AIG resource program is designed to accommodate a wide variety of learning styles, interests, and areas of ability by providing choice, allowing for creativity, and integrating a variety of academic content areas.

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

Additionally, Cabarrus County offers the following magnet programs for Elementary students with particular interests:

- International Baccalaureate
- STEM
- Fine Arts
- Language Immersion (Mandarin and Spanish)
- Year-Round Schedule

Middle Schools

At the middle school level the E/LA and Math curricula are differentiated to meet the unique needs of AIG learners through acceleration and enrichment within the district's ALPS and AMPS coursework. Students are identified for these advanced level courses based on their area of gifted identification and learning profile.

*Exceptionally advanced math students have the opportunity to double-accelerate their Math courses, allowing them to take Math 1 in 7th grade and Math 2 in 8th grade.

*At the majority of middle schools in the district students have the opportunity to take Earth and Environmental Science and/or World Language 1 for high school credit during the 8th grade year.

Classroom teachers make use of a variety of instructional practices for gifted learners including the following:

- Project Based learning
- Choice boards and menus
- Problem Based learning
- Workshop model instruction
- Groupwork
- Small group instruction

- Socratic Seminar
- Thinking Maps/Graphic Organizers
- CANVAS courses for a flipped classroom experience

Within the middle school advanced courses, cluster grouping of identified AIG students is highly encouraged.

Additionally, Cabarrus County offers the following magnet programs for Middle School students with particular interests:

- International Baccalaureate
- STEM

High School

At the high school level teachers follow the Honors Blueprint and AP Common Core Standards and Essential Standards. AIG students are offered multiple opportunities for advanced curriculum through Honors and AP courses. Students in high school self-select courses.

Classroom teachers make use of a variety of instructional practices for gifted learners including the following:

- Project Based learning
- Choice boards and menus
- Problem Based learning
- Groupwork
- Socratic Seminar
- Thinking maps/Graphic organizers
- Debate
- Small group instruction
- CANVAS courses for a flipped classroom experience

Students with particular interests or readiness levels have the option to enroll in online coursework through NCVPS and NC School of Science and Math, or participate in dual enrollment courses with Rowan Cabarrus Community College.

Additionally, Cabarrus County offers the following magnet programs for high school students with particular interests:

- *International Baccalaureate
- *STEM
- *NAF Academies
 - Public Safety
 - Information Technology
 - Hospitality and Tourism
 - Engineering and Automation
 - Energy and Sustainability
 - Biotechnology and Health Sciences
- *Early College Liberal Arts
- *Early College of Technology

Practice C

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

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

- *Evidence-based resources linked to Stage 3 Understanding by Design CCS Curriculum Documents
- *AvlGate Curriculum units and resources
- *Gifted Local Endorsement for Educators course curriculum and textbooks
- *Mastery Connect
- *Primary Education Thinking Skills (PETS)
- *Junior Achievement Curriculum
- *LEGO Robotics curriculum and materials
- *Math Olympiad
- *Junior Great Books
- *William & Mary Units
- *Jacob's Ladder and Navigator Novel Studies
- *Singapore Math
- *Project USTARS PLUS
- *Wordly Wise
- *ELA Curriculum Enrichment Units from Vanderbilt University

Most of these resources are purchased for each individual school site to use with their AIG learners, but some resources may be housed in the district's AIG Department for teachers to check out and use when needed. (ex: Navigator Novel Study guides).

Practice D

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

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

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

The CCS SOAR program meets these curriculum goals through a variety of enrichment units and resources utilized by all of our Elementary AIG specialists. Having access to these units and resources provides our students with the opportunity to experience challenge and problem solving at the highest level.

Gifted learners in K-12 have access to a variety of technology utilized within the district. Access will vary by school.

- Smart Boards or Apple TV
- Smart Response devices
- 1-1 Technology (Chromebooks, Macbooks, or iPads)
- CANVAS accounts

Twenty-first century skills also include communication and presentation skills, shared inquiry and collaboration, information on best questioning practices, Marzano's research-based instructional practices, cooperative learning, and research methodology. These skills are all built into, and highlighted by, the CCS AIG Curriculum goals, CCS UbD Stage 3 Curriculum Document resources, and are utilized as extensions for Honors Level and advanced courses in middle and high school.

Other programs that are developing the future-ready skills of gifted learners in Cabarrus County, but vary by school and grade level, include:

- Global Ready Schools Programming
- STEM Programming
- International Baccalaureate Programming
- Fine Arts Programming
- Leader in Me School Programming
- Genius Hour followed by annual exhibition
- NAF Academy Programs in all high schools with related internship opportunities
- Early College Liberal Arts and Technology programs
- Service Learning opportunities
- Career and College Readiness programs like "resume building", "interview practice" etc.
- LEGO and VEX Robotics equipment, curriculum, and competition opportunities
- Hour of Code
- Junior Achievement Curriculum and Field Experience in JA Biztown
- CANVAS/Google Classroom/Schoology for Blended Learning experience
- Future Problem Solving
- Odyssey of the Mind
- Math and Science Olympiad

Practice E

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

District Response: Cabarrus County Schools makes use of the following assessment tools to determine appropriate differentiated instruction for students and inform the make-up of flexible groups within the regular classroom setting:

- NCEOG and NCEOC assessments
- Mastery Connect- reading and math benchmark assessments
- TE21 benchmarks
- i-Ready
- ALEKS
- Dreambox
- Various digital tools to track student mastery (Socrative, Kahoot, Quizizz, Quizlet)
- Common formative assessments
- Aptitude testing (CogAT, NNAT)

Ongoing observation and assessment throughout the LIFT early nurturing model informs both classroom teachers and AIG teachers of possible differentiation for students showing potential with particular thinking skills in grades 1 and 2.

Practice F

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

District Response:

nAviGate curriculum

During the 2017-18 school year the CCS Gifted Education department developed and implemented a new social and emotional curriculum in all 3-5 SOAR classes across the district.

The vision of the nAviGate curriculum is to equip every gifted student in grades 3-5 with knowledge and strategies that will allow them to better navigate both their inner world and the world around them, and to advocate for themselves as unique types of learners and thinkers.

As we continue to implement high-quality learning experiences for AIG students, there are four key areas of understanding that all AIG Resource teachers will utilize as a foundation for the work of the Navigate units.

These areas include:

- *Common Characteristics of Gifted Learners
- *Growth Mindset
- *Learning Characteristics of the Gifted and Self Awareness
- *Methods of Self Advocacy

Navigate objectives build on knowledge gained during the previous year's Navigate unit, and introduce new concepts when it is most age appropriate for student understanding. AIG students will be exposed to Navigate content each academic year in grades 3-5, before going on to middle school, where the acquired knowledge will continue to be valuable in their future success as gifted learners and citizens.

Initial student survey results show the curriculum having a positive influence on 3-5 AIG students in the following areas:

- *stronger understanding of what it means to be a gifted person
- *increased use of growth mindset language
- *stronger connection between having a growth mindset and resiliency in overcoming challenges
- *greater understanding of individual gifted learner profiles
- *awareness of the important role of goal setting in self development

Practice G

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

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

Students will be observed for gifted behaviors during their time in LIFT by both the regular classroom teacher and the AIG teacher using the PETS behavior checklist forms. During the 2 years of LIFT, classroom teachers and AIG specialists will work together to develop portfolios for students who demonstrate strong potential in a variety of thinking skills. AIG specialists provide classroom teachers resources and lessons that can be integrated with the NCSCOS to continue to practice and develop these thinking skills during regular classroom instruction.

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

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

Practice H

Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

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

*Each identified AIG student in grades 3-5 receives appropriate resource and differentiated services from a licensed AIG teacher and certified classroom teacher(s), who address his or her unique gifts and talents, as specified in the student's Differentiation Education Plan.

*All students in 1st and 2nd grade receive cultivating potential (core +) enrichment in the regular classroom. AIG teachers partner with classroom teachers, and any other instructional staff, to provide opportunities for students to demonstrate gifted thinking skills during these LIFT lessons. LIFT lessons are also a great opportunity for student observation to take place from a variety of viewpoints.

*Best practices for providing instruction to all learners are outlined in the Cabarrus County Instructional Framework Documents and extension and enrichment lessons and activities for the regular classroom are built in to the CCS UbD Curriculum Documents Stage 3. These curriculum documents are reviewed annually by a team of content experts and curriculum specialists to ensure the enrichment and extension resources continue to be current and meaningful for students.

*The Elementary AIG specialists, and the Middle and High School AIG Chairs, collaborate with regular education teachers, as well as other support staff, as time and schedules permit. AIG specialists can assist in planning advanced content and appropriate differentiation, as well as problem solve as issues arise.

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

*The CCS AIG Department and/or Curriculum and Instruction Department provide professional development to train teachers on new differentiation tools or curriculum resources when appropriate. For example, Dr. Tamra Stambaugh, the author of the ELA lessons for Gifted and Advanced Learners from Vanderbilt University's Program for Talented Youth, trained all of the CCS ALPS classroom teachers on the implementation of the enrichment curriculum in their classrooms during the 2018-19 school year.

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

Practice I

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

District Response: At the elementary school level the AIG teacher collaborates with the classroom teachers and parents of each gifted student to develop the Differentiation Education Plan (DEP) each year. The AIG Progress Report, completed each semester, communicates what services and topics of

study have been completed each year of a child's participation in the CCS AIG resource program (SOAR). Parents receive a copy of both of these documents, and copies remain in each AIG student's file for communication and reference within the school system.

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

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

Ideas for Strengthen the Standard: The Elementary AIG team plans to implement the new curriculum units they have been developing during the 2019-20 school year. We hope to continue to utilize this curriculum development process in future years to develop more unit options for AIG specialists to use in SOAR classrooms that enrich and extend the Common Core curriculum and that support the CCS AIG Curriculum.

As the district moves towards adding more enrichment resources for teachers to Stage 3 of the Cabarrus County UbD Curriculum document, the AIG Department would like to continue to collaborate with teachers and Curriculum and Instruction leaders to accomplish this goal. Making enrichment resources more accessible to classroom teacher will hopefully support their use with our population of gifted learners at all levels.

While we have developed a plan for the high school DEP to be integrated with high school scheduling sessions with guidance counselors, it would be a strong improvement at this level to add high school AIG specialists who could provide direct advisement, as well as monitor the implementation and follow-up, of the gifted high school students' DEPs. This would require additional personnel funding for the district's AIG programming.

Sources of Evidence:

Continuum of Elementary AIG Services document

LIFT curriculum and resources

LIFT scope and sequence

LIFT CANVAS course and newsletters

SOAR AIG curriculum document

SOAR curriculum units

CANVAS courses for classroom enrichment (Jr. Great Books, Math Enrichment)

Evidence-based resources linked to Stage 3 Understanding by Design CCS Curriculum Documents
nAvlGate Curriculum units and resources and student survey responses
Gifted Local Endorsement for Educators course curriculum and textbooks
Mastery Connect
Primary Education Thinking Skills (PETS)
Junior Achievement Curriculum
LEGO Robotics curriculum and materials
Math Olympiad
Junior Great Books
William & Mary Units
Jacob's Ladder and Navigator Novel Studies
Singapore Math
Project USTARS PLUS
Wordly Wise
ELA Curriculum Enrichment Units from Vanderbilt University

K-12 DEP documents
District-wide assessment data and score reports
CCS Instructional Frameworks for Elementary, Middle and High School

CCS CDM website and resources
Honors Course teacher webpages
Honors Course Review rubric
CCS NAF Academies Webpage and CTE Webpage
CCS Program Choice Website

Middle and High School Advanced Course Progressions
Middle School Advanced Courses Brochure
Math Double Acceleration Criteria document and placement
6th-8th AMPS curriculum

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: Cabarrus County Schools currently has a full time AIG-licensed educator serving as the lead coordinator for gifted education. The coordinator also serves as the district's VEX Robotics coordinator, Global Schools coordinator, and a Facilitative Leadership trainer. Responsibilities as the AIG Coordinator include:

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

Practice B

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

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

As of the 2018-19 school year Cabarrus County employs 20 full time elementary AIG specialists. Elementary AIG specialists have AIG licensure and they serve AIG students in a variety of ways:

- *Complete all testing and paperwork for AIG screening, nomination, and identification in the elementary schools
- *Manage AIG student files and annual paperwork (ex: DEPs and Progress Reports)
- *Meet with AIG parents annually, and communicate with AIG families as needed
- *Serve as teachers of the AIG program's 3-5 SOAR resource services
- *Teach LIFT lessons in each 1st and 2nd grade classroom in the district
- *Support classroom teachers in Professional Learning Communities (PLCs) as needed
- *Facilitate the Gifted Local Endorsement cohorts at each school site.
- *Conduct specialized staff development within the district about supporting the academic and social/emotional needs of gifted learners.
- *Implement the district's required Navigate social and emotional curriculum and robotics curriculum in 3-5 SOAR classrooms
- *Monitor and approve AIG Headcounts in Powerschool

Within the district's elementary AIG PLC, teachers have the opportunity for leadership in developing various aspects of the CCS AIG program. Each AIG Specialist must serve on at least one program committee each year. The following committees play a large role in driving district AIG programming:

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

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

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

Practice C

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

District Response: In Cabarrus County Schools, elementary AIG specialists are required to obtain the AIG add-on licensure within 2 years of hire.

Cabarrus County Schools, in compliance with the North Carolina Academically or Intellectually Gifted State Standards, offers local training to classroom teachers working with gifted students. This training, the Gifted Local Endorsement for Educators (GLEE), is not comparable to AIG state licensure and is non-transferrable to other school districts. The GLEE program is facilitated by licensed gifted educators, and promotes basic understanding of the characteristics and social-emotional needs of gifted students, as well as the implementation of differentiated content and instructional strategies for advanced learners. This 8-month long course allows teachers to earn 3.0 CEU hours of renewal credit.

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

More information about the course and a full list of educators with the Gifted Local Endorsement can be found on the CCS GLEE website. As of the 2018-19 school year:

*Cabarrus County Schools has approximately 535 teachers, counselors, and/or administrators who have completed the Gifted Local Endorsement for Educators.

*Five schools, representing elementary, middle and high school levels, have implemented the Gifted Local Endorsement course school wide.

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

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

Practice E

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

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

*During the 2018-19 school year the Middle School Department and the Gifted Education Department collaborated to bring Dr. Tamra Stambaugh from Vanderbilt University to train all middle school Advanced Language Placement (ALPS) course teachers in the curriculum units purchased for use in all of the district's ALPS classrooms.

*During the 2018-19 school year the Gifted Education Department used budget funds to bring Dr. Tamra Stambaugh from Vanderbilt University to train all elementary AIG teachers and some 3-5 classroom teachers on the Jacob's Ladder ELA curriculum and the new Science/ELA integrated units of study for gifted learners.

District AIG funds are also used, when available, to send educators to the following professional development sessions:

Socratic Seminar
NCAAGT Conference
NAGC Conference
NCTIES
College of William and Mary Institutes
SENG training
NCCAT
Robotics/Coding

Elementary AIG Specialists offer PD for classroom teachers annually during Cabarrus County's professional development days or during school site staff training opportunities. The topics cover a range of best practices in gifted education and may include some of the following topics:

- *K-2 and/or 3-5 Differentiated Reading Strategies for Advanced Learners
- *K-2 and/or 3-5 Differentiated Math Strategies for Advanced Learners
- *Social/Emotional Needs of Gifted Learners and/or Growth Mindset
- *Jacob's Ladder (William and Mary) Reading Strategies
- *Project U-STARS resources and methods
- *Socratic Seminar
- *The Psychology of Gifted Learners and Standardized Testing

The implementation of the Gifted Local Endorsement for Educators course in grades K-12 provides a platform to overview many of the best practices in gifted education, as well as spotlight the district's support of the social and emotional needs of gifted learners. Topics of the course include:

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

Practice F

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

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

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

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

Within the district's elementary AIG PLC teachers have the opportunity to work together in specialized committee groups to develop various aspects of the CCS AIG program. Committee members train the rest of the AIG team on new initiatives or procedures related to their program component. The following committees play a large role in driving district AIG programming:

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

AIG specialists and chairs attend grade level PLCs as needed to support and collaborate with classroom teachers in planning and implementing strategies for gifted learners. AIG personnel are limited in the amount of time they can work with grade level or content-based PLCs however, due to limited AIG staffing and limitations of the school-level master calendars.

AIG specialists and chairs facilitate monthly discussion groups for the cohort of teachers participating in the Gifted Local Endorsement Course for Educators (GLEE) at their school site. These meetings are a chance for teachers to discuss the needs of gifted learners with each other, and share practices that were successful. Throughout the GLEE course, participants are also asked to engage in online discussion groups with all of the teachers taking the course across the district to share insights and resources for working with gifted students.

Ideas for Strengthen the Standard: One of the greatest impacts for improvement on this Standard would come in the form of more funding for AIG licensed personnel at the elementary, middle and high school levels. We are currently doing the most we can to serve our district's 18% AIG-identified student population with only 4% ADM funding from the state. Our impact and reach would be much stronger and comprehensive with more AIG personnel.

In the absence of this additional funding for AIG personnel, we are making great strides in equipping and educating our classroom teachers through our Gifted Local Endorsement Course for Educators. A large number of teachers at both the elementary and high school levels have acquired this endorsement in recent years. Our focus needs to go towards increasing the number of middle school teachers who acquire the local endorsement. This group currently has the lowest percentage of teachers completing the course in the district. We hope to continue our partnership with UNC-Charlotte in the coming years to continue to offer scholarships for AIG Add-on Licensure to our middle and high school teachers.

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

Professional Development modules and Powerpoints

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

List of AIG licensed teachers

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

AIG Chair Responsibilities Documents

AIG Professional Development Budget expenditures

SPARK sharing Google Drive Folder

Shared elementary, middle, and high school AIG PLC digital drives

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 Cabarrus County Gifted Education department considers the development of partnerships around the academic, social and emotional needs of gifted children a priority.

*Parents receive annual summaries of evaluations, notification of placement, and collaborate with the AIG teacher and or HS counselor to develop the Differentiation Education Plan for their child

*Annual AIG parent meetings take place at the elementary and middle school levels to inform parents about the unique needs of a gifted child, and the opportunities available to the child at each school site/level. These presentations are standardized across the district so that all gifted families are receiving the same information. A significant portion of these meetings is focused on the unique characteristics of gifted learners, and the social and emotional needs they may exhibit. Parents are provided with resources and information to assist them with these needs at home. High schools offer parent information nights to provide strategies and support for students transitioning to a new grade level or new type of programming.

*Parents are invited to follow the CCS AIG Facebook page, that provides parents of gifted learners with interesting articles and resources related to gifted education and the unique social and emotional needs of gifted children.

*The district AIG Webpage provides the community with a variety of information about the CCS AIG program and advanced learning opportunities, information about summer enrichment opportunities, upcoming events, and a variety of Symbaloo's for parents, students, and teachers. Additionally, a quarterly newsletter titled "What's New in CCS Gifted Education" informs stakeholders of events, successes, and resources related to our district's AIG program.

*CCS AIG partners with SENG (Supporting Emotional Needs of the Gifted) to offer annual discussion groups for parents of gifted children. Parents engage in a book study about parenting a gifted child, as a springboard for discussion led by SENG facilitators.

*AIG SOAR teachers invite parents of their AIG students to be active with their child's AIG Programming in a variety of ways:

- serving as chaperones/volunteers for AIG Curriculum events and programs
- serving as a live audience for presentations-serving as judges for activities like Invention Fair (Shark Tanks) or interviewers for students applying for jobs in the Junior Achievement Biztown curriculum.

Practice B

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

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

*The district AIG Webpage provides the community with information about the CCS AIG program and policies, access to the most recent Local AIG Plan, information about summer enrichment opportunities, upcoming events, and a variety of Symbaloos with resources and links for parents, students, and teachers. Answers to common questions are located in the FAQ section of the webpage.

*Individual elementary AIG Teacher webpages contain uniform information regarding CCS AIG programming and policies, and links to state and district information.

*The CCS AIG Department sends out a newsletter three times each school year spotlighting some of the wonderful things going on for gifted learners in all grades K-12, as well as suggested resources or tips for working with gifted learners. This newsletter is sent out to district leadership, School Board members, school level administrators, AIG specialists and chairs, and all teachers who have completed the Gifted Local Endorsement course.

*Parents receive summaries of evaluations, notification of placement, and collaborate with the AIG teacher and or HS counselor to develop the Differentiation Education Plan for their child. Elementary AIG families receive an AIG Progress Report at the end of each semester that overviews their child's development in the AIG SOAR units and activities.

*Annual AIG parent meetings take place at the elementary and middle school levels to inform parents about the unique needs of a gifted child, and the academic programming and opportunities available to gifted children at each school site/level. Families are notified of the information available on the CCS Gifted Website and the CCS Facebook page at these meetings, as well as opportunities for support within the district through SENG parent groups and upcoming parent seminars. High schools offer a parent and student night about "Choosing Appropriate Rigor in High School" to support high school families as they transition into high school programming.

*AIG program accomplishments and stories are shared with the public through the CCS Public Relations department on the district webpage, social media pages, as well as through local newspapers.

Practice C

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

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

- *AIG Coordinator
- *Elementary AIG Teachers
- *Middle School AIG Chairs
- *High School AIG Chairs
- *K-12 administrators
- *Curriculum and Instruction Department directors and administrators
- *Curriculum and Instruction content specialists
- *Gifted Local Endorsement cohort discussion groups and feedback
- *K-12 Counselors
- *Cabarrus County Leadership Team (comprised of school board members, teachers of the year from each level, school and district level administrators)
- *SENG parent groups
- *AIG students (K-12), parents (3-8), and classroom teachers (1-5) through various district AIG surveys and/or advisory group meetings

The AIG teachers/chairs at each level assist in creating relevant survey questions for AIG students, parents and/or classroom teachers based on the focus or goals for programming improvement each academic year. AIG staff at each school site worked with schools administration to provide these surveys to the related stakeholders, and played a key role in analyzing the survey data and feedback.

Throughout the plan-development year, AIG specialists at different levels divided up parts of the previous plan to analyze areas for improvement, review ongoing feedback from stakeholder groups, and add in new practices that support the upcoming 3-year plan. Significant plan changes and initiatives are reviewed with district leadership teams for feedback prior to the presentation of the new Local AIG Plan to the school board.

Curriculum and Instruction Department directors and the AIG coordinator continue to monitor the success of local AIG plan goals through review of the annual AIG Department Improvement Plans, developed and presented annually to district leaders.

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: The CCS Gifted Education Department utilizes standardized forms and letters regarding AIG placement and services at all levels. Many of these forms have been translated to Spanish versions. Information about AIG pathways, as well as descriptions of AIG programming and services is also available in Spanish. The letter explaining the NNAT 2nd grade screener prior to the testing window is available in Spanish. As the need arises, additional forms and information will continue to be translated into Spanish and/or other needed languages.

Parent meetings related to AIG services can be offered with a translator on an “as needed basis” at individual school sites.

Opportunities for advanced programming and enrichment opportunities at the high school level are available and shared through each individual school’s Student Services webpage, and communication through various social media platforms (Twitter, Remind).

The district AIG Webpage, as well as individual teacher webpages, provide the community with information about the following CCS AIG or Advanced programming:

- *Summer enrichment opportunities and camps
- *CDM testing windows and a description of Credit by Demonstrated Mastery
- *Governor’s School
- *List of teachers who have acquired the Gifted Local Endorsement
- *LIFT and SOAR programming descriptions
- *Middle School advanced level programming information
- *AIG identification pathways and procedures
- *SENG parent group information and registration

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 following list identifies some of the current partnerships utilized within our district for gifted learners, but our goal would be to expand these opportunities and broaden our partnerships.

*CCS partners with local community colleges, NCVPS, and North Carolina School of Science and Math to provide accelerated programming and dual-enrollment options for middle and high school students.

*High school academy and STEM programs partner with local industries for professional development, guest speakers, and mentoring opportunities.

*Schools offering language immersion programming, globally-focused programming, and IB curriculum partner with World View for professional development support and resources.

*Teachers seeking AIG Add-on Certification enroll in the gifted certification program at UNCC as well as other North Carolina universities. During the 2019-20 school year UNCC provided Cabarrus County Schools with 3 scholarships to allow classroom teachers to acquire the AIG Add-on licensure at almost no cost. Three middle school advanced course teachers were awarded the opportunity and will begin coursework in the Fall of 2019. We hope to continue this scholarship partnership with the UNCC Gifted Education Department in future years to allow the district to target both middle and high school teachers of advanced and honors level courses.

*CCS AIG partners with SENG (Supporting Emotional Needs of the Gifted) to offer discussion groups for parents of gifted children.

*Many elementary level SOAR classrooms have benefited from grant money through the Cabarrus County Education Foundation to purchase programming equipment such as 3-D Printers and LEGO robots.

The CCS AIG program partners with various businesses, and the community, to provide gifted students with a variety of experiences, and opportunities to showcase their talents, such as:

*Service learning projects

*Field trips

*Career speakers and other community expert guest speakers

*Participation in Junior Achievement of the Carolinas curriculum and a field trip to JA Biztown in Charlotte.

*MOEMS curriculum provides gifted math students the chance to compete in local and international math competitions.

*LEGO Education provides programming and robotics experiences in all of our SOAR classrooms.

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

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

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

Develop a district AIG Programming and Services Brochure to post on the Gifted Webpage and have available in schools for families seeking information.

Sources of Evidence: CCS Gifted Education webpage

AIG teacher webpages

Honors Course webpages

AIG annual parent meeting PPT presentation templates

School curriculum night calendar dates

AIG DEPs (elementary, middle, and high)

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

AIG Facebook page for parents of gifted children

SENG Website

K12 Insight surveys and survey data

List of UNCC Scholarship students for AIG Add-on Licensure

Math Olympiad licenses

Jr Achievement curriculum resources and simulation dates

LEGO robotics curriculum and materials

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: At the present time, Cabarrus County has a written AIG Program Plan (2019-2022) that describes the local AIG program in accordance with state legislation and policy, which has been approved by the LEA's school board and sent to SBE/NCDPI for review and comment.

The plan was drafted by the district's AIG Coordinator based on feedback from various stakeholder groups and advisory board members. These groups utilized the program evaluation tools provided by the state to assess the current program, and make note of programming changes and initiatives. Once the final draft of the plan was prepared, it was presented to the local School Board of Education by the AIG Coordinator and the Director of Curriculum and Instruction.

Practice B

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

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

Certified AIG teachers implement and maintain the elementary school-based program requirements, including 3-5 AIG resource services, and LIFT programming in all 1st and 2nd grade classrooms. Elementary AIG teacher schedules are collected and reviewed annually to ensure programming fidelity at each school.

AIG Chairs at each middle serve as AIG case managers for AIG students records, and assist in the implementation of AIG program components at the middle school level.

AIG Chairs and AIG Counselor Liaisons at each high school serve as AIG case managers for AIG student records, and assist in the implementation of AIG program components at the high school level.

Observations of Elementary SOAR and/or LIFT lessons are done at each elementary school site to ensure fidelity of implementation of the nurturing and resource programs at all elementary schools. In addition, the AIG Coordinator visits schools regularly and audits AIG file documents for accuracy, completeness and consistency.

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: The AIG Coordinator and Gifted Education administrative assistant develop and monitor the AIG budget. Budget procedures and guidelines are reviewed with the district's Chief Financial Officer to ensure that the department is complying with all LEA and NC requirements.

Currently the majority of the AIG budget is used to employ the 20 elementary level AIG specialists. These 20 specialists serve the approximate 1,377 AIG identified students in grades 3-5, in addition to teaching LIFT lessons in all 1st and 2nd grade classrooms in the district. Specialists are allotted to schools based on each site's AIG Headcount and current number of 1st and 2nd grade classrooms.

Additional budget expenses include:

- Contracted services for AIG testing software and materials (Pearson and Riverside Testing vendors)
- Supplies and materials
- Professional development
- Stipends for curriculum development and program support

Each year the AIG Department advocates for local funding assistance for increased AIG licensed personnel, and the continued district financial support with the purchase of the NNAT 2nd grade screening materials.

Practice D

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

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

EVAAS data
Cabarrus County Data Portal
Mastery Connect
i-Ready
School Report Cards/School Performance Grades

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

Results of the district's K-12 Benchmark tests, and EVASS growth data for the AIG subgroup, are shared throughout the year with AIG specialists, advanced course teachers, and school administrators at every school. This allows for continuous reflection and goal-setting within school level PLCs for improving our services for our gifted learners.

The AIG coordinator reports AIG performance data and drop-out data to the CCS Leadership Team. The Cabarrus County Schools AIG student drop-out rate has historically been extremely low.

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: District data shows that a disproportionality exists between the total number of Black and Hispanic students enrolled in our schools, and the number identified as gifted. AIG Ethnicity data is updated and reviewed annually, and drives AIG program reflection and planning.

During the 2015-16 school year the CCS AIG Department took an additional step to respond to these under-represented populations by implementing the Naglieri nonverbal aptitude test as an AIG screener in all 2nd grade classrooms in the district. In the most recent 4-year report of AIG ethnicity data, we have observed a gradual increase in the percentage of Hispanic students being identified for gifted programming each year. There is still no change in the percentage of Black students being identified for gifted programming. We will continue to monitor district data to determine the long term impact of the LIFT nurturing model and the NNAT screener on closing the identification gap.

Practice F

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

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

At this time elementary classroom teachers and middle and high school teachers of advanced courses are not required to have AIG certification. Teachers are highly encouraged to acquire the CCS Gifted Local Endorsement. Teachers who acquire this endorsement are listed on the Gifted Education webpage.

Practice G

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

District Response: The Gifted Education Department elicits feedback from various stakeholder groups to align with specific annual goals. Surveys are created and released to targeted stakeholder groups using K12 Insight, or through Google Drive. The following surveys and/or stakeholder meetings may be utilized to inform the Gifted Education Department's goals for improvement and reflection.

*3-5 AIG Resource Student Survey

*3-5 AIG Navigate Curriculum Student Survey

*3-5 AIG Parent Survey

*K-5 Classroom Teacher Survey

- *Middle School AIG Student Survey
- *Middle School Advanced Course Teacher Surveys
- *Middle School AIG Parent Survey
- *High School AIG Student Advisory Groups
- *Gifted Local Endorsement Cohort Surveys and/or meetings
- *SENG Parent Groups

Practice H

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

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

- *Surveys of 3-5 AIG students participating in Navigate curriculum
- *Surveys of AIG parents and guardians related to communication
- *Feedback from High School student advisory committees
- *Performance Data from Accountability Department
- *AIG Headcount data (district and school level)
- *Ethnic Diversity Data from Accountability Department
- *Subgroup meetings of High School AIG Chairs, Middle School AIG Chairs, Elementary AIG Chairs, K-12 Counselors, K-12 School Psychologists, K-12 School Leadership Team
- *SENG Parent Groups
- *Classroom teachers enrolled in the Gifted Local Endorsement Course
- *Cabarrus County District Leaders: Superintendent, Deputy Superintendent, Directors

Practice I

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

District Response: Local AIG Program evaluation data is discussed among the leaders in the Curriculum and Instruction Department, as well as with elementary, middle and high school AIG specialists/chairs. This allows for continuous reflection and goal-setting within school level PLCs for improving our services for our gifted learners.

This data is available to the public upon request. Our focus will be to share data related to AIG enrollments in each school in the county, the number of Locally Certified (GLEE) teachers at each school, and the type of services and programming we provide for gifted learners at every level.

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: The Cabarrus County AIG Department has developed a very consistent and equitable method for safeguarding the rights of AIG students and informing AIG families of information related to gifted education.

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

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

Level 1.School Site Review

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

Level 2 Director of Academically/Intellectually Gifted Differentiation Program Review

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

Level 3 Assistant Superintendent for Curriculum and Instruction Review

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

Level 4 Superintendent Review

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

Level 5 Administrative Law Hearing

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

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

or

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

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

Assessments

Prior to the NNAT screening in our 2nd grade classrooms, a letter is sent home giving families notice that the gifted education department will be administering the screening test and the time frame for the assessment. Information about opting a student out of the screening is offered in this letter.

AIG specialists complete an AIG-3 form for any student that is administered an aptitude or achievement test during the district's AIG identification windows in grades 3-8. The AIG-3 is sent home to the parents and overviews the dates and scores of the tests given, as well as the final identification decision. A copy is also placed in the AIG student file. Families of students who qualify for AIG Services receive our Consent to Serve form, which is also kept in the AIG student files. (all of these forms are available in Spanish)

Re-Assessments

Any identified AIG student who will undergo a change in service will have a Form D completed for the AIG file. Form D is a narrative form completed by the AIG specialist with the rationale for the change in service. This form is completed in collaboration with the AIG student's family, and shared with any relevant school personnel who are involved in the plan implementation.

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

Transfer Procedures

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

Transfer Students - Inbound

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

- *Student is placed in a regular classroom until screening and/or identification procedures have been completed.

- *The guidance counselor, data manager, or school secretary informs the AIG chairperson an identified gifted student has enrolled, and records are requested from previous school.

- *Upon receipt of records, regular screening procedure is followed. The AIG Program Team is convened so all information can be reviewed. Then, the screening process proceeds until a service identification decision is made.

- *A student who transfers from within North Carolina and is in PowerSchool with an AIG Identification will still need to go through nomination/screening procedures.

*Students will stay on CCS AIG Headcount while screening procedures occur.

*If transfer students do not meet the CCS criteria for AIG identification upon initial screening, they will remain on Headcount and monitored. Students will be differentiated appropriately in the classroom and can be re-assessed for AIG identification when new data become available.

*If the transfer student never meets CCS criteria for AIG Resource services, and the student's academic needs are better met in a different setting, students will be exited from Powerschool as an AIG identified student. A PowerSchool form will need to be completed to exit the student due to "Not Meeting District AIG Criteria".

Transfer Students – Outbound

In the case that an AIG identified student transfers out of a school, AIG case managers are instructed where to send the student's AIG file to allow for continued services at the new school:

*Transfer is within Cabarrus County Schools – send to the AIG teacher or chair at the new school.

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

Transfer Students- Military Families

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

*The AIG Program Team will review documentation of US military status (Certificate of Release or Discharge from Active Duty or other official documentation of military service).

*Review of Academically Gifted placement from previous school.

*AIG-1 is to be completed based on previous testing and services matched in AIG Reading and/or Math.

*Document the process that was followed on a Form D to explain the placement decision.

Ideas for Strengthen the Standard: Our district would like to develop procedures to audit middle and high school AIG files. This has been a challenge in the past with limited AIG staff at each middle and high school site to manage the AIG student files. Currently the AIG program standards and files have to be upheld and managed by AIG Chairs (1-2 per school) who are also full time content teachers, and do not receive any additional compensation for the work they do to monitor the AIG program at their individual schools. Ideally we would like to have a full time AIG specialist at each middle and high school, but at this time personnel funding does not allow for this. The next step would be to have the AIG coordinator audit those files each year.

Continue to develop interim K12 Insight surveys or Google Form surveys that address specific aspects of the current AIG local plan to aid in the monitoring and implementation of plan goals. Our department continues to look for more efficient ways to get surveys out to our stakeholder groups, particularly at the middle and high school levels. We would like to have stronger participation at these levels, but have found it difficult to get the surveys out to the targeted groups (AIG students, AIG parents) in an efficient and convenient way.

Sources of Evidence: CCS AIG Documents:

- *AIG-3: Notification of Results and Placement Letter
- *Consent for Evaluation
- *Consent to Serve
- *Middle School Review of Services Form
- *Procedures to Resolve Disagreements document

Cabarrus County School Gifted Education webpage

2019-22 CCS Completed and Approved AIG Plan

AIG survey results for:

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

District assessment and benchmark data

AIG Budget Overview

District AIG Demographic data from PowerSchool

Elementary AIG file audit records

NNAT data from 2nd grade screener

List of AIG licensed educators

List of educators with the Gifted Local Endorsement

Glossary (optional):

LIFT: Learning Interventions for Talented- 1st and 2nd cultivating potential program

SOAR: 3-5 AIG Resource service (Strategies, Opportunities, Activities and Resources for Gifted)

AMPS: Advanced Math Placement Service in middle school

ALPS: Advanced Language Arts Placement Service in middle school

GLEE: Gifted Local Endorsement for Educators course

nAviGate: CCS developed social and emotional curriculum for gifted learners in grades 3-5.