

Mission/Vision Statement and Funding

Charlotte-Mecklenburg Schools (600) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and related to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5).

These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this Local AIG Plan for 2025-2028. This Local AIG Plan has been approved by the LEA's local Board of Education or charter school's board of directors and sent to NC DPI for review and comment.

For 2025-2028, the Local AIG Plan is as follows:

* Mission and/or Vision Statement(s)

Charlotte-Mecklenburg Schools Vision for Local AIG Plan: The *Charlotte-Mecklenburg Schools 2028 AIG Plan* provides a comprehensive plan of action to meet the academic, intellectual, social, and emotional needs of gifted and advanced learners. The plan outlines goals, supports, and programs designed to nurture, identify, and effectively serve gifted and advanced learners to maximize student potential. The three-year plan responds to the NC General Assembly Article 9B which requires each LEA to develop a local AIG plan with specific components.

The *CMS 2028 AIG Plan* is designed in support of the CMS Strategic Plan and district initiatives. Plan development occurred using data gathered from surveys, assessments, school and student performance indicators, collaborative planning groups, and the CMS AIG Advisory Group. Perspectives were gained from multiple stakeholders to ensure our district's diverse needs were considered and met. The *CMS 2028 AIG Plan* overarching goals are as follows:

Build and maintain strong **structures, systems, and processes** to:

- ensure gifted and advanced learners have access to a **full continuum of services** in K-12.
- increase **integrity** in K-12 programming to consistently engage, challenge, and empower gifted and advanced learners.
- cultivate **teacher growth and capacity** to meet the academic, intellectual, and social-emotional needs of gifted and advanced learners.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding

* \$ 8,420,108.00

* \$ 1,689,505.00

* \$ 47,766.00

* \$

Standard 1: Student Identification

Charlotte-Mecklenburg Schools (600) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 1: Student Identification

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

* Practice A

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

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

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

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

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

If students are consistently performing well above grade level, parents/guardians, students, counselors, teachers, and other stakeholders may refer students to be screened for whole-grade acceleration. If a principal decides to use the suggested grade acceleration process outlined by the Advanced Studies department, kindergarten and first-grade students may identify through the CogAT and i-Ready data that is gathered. Their assessment results are evaluated according to our CMS Gifted Identification Rubric, which guides all identification decisions.

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

Additionally, for students with active CogAT scores in grades 3-5, AIG Teachers complete a data review in the fall using existing CogAT scores and most-recent achievement scores, such as EOG or fall iReady results, to determine eligibility for AIG identification.

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

*** Practice B**

Establishes a process and criteria for AIG student identification at all grade levels, K-12, that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

An objective points-based rubric has been developed to determine gifted eligibility for all students (K-12) in CMS using multiple criteria that includes both formal and informal assessment opportunities. Formal opportunities include aptitude and achievement assessments, while informal opportunities include rating scales and portfolios. Students in CMS may identify as gifted in five different capacities-- Academically Intellectually Gifted (AI), Academically Gifted (AG), Intellectually Gifted (IG), Academically Gifted-Reading (AR), and Academically Gifted-Math (AM). The rubric creates consistency throughout the district.

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

Kindergarten & first Grades: Parents/guardians, students, counselors, teachers, and other stakeholders may refer students to be screened for whole-grade acceleration. For students in grades K-1, if the AIG Site-Based Committee has enough qualitative and quantitative data to determine the child is consistently performing above grade level the following screening may occur, with parent or guardian permission:

Whole-Grade Acceleration: Principals in North Carolina are granted the authority to grade and place students. Our department provides support to schools upon request with whole grade acceleration. The grade acceleration process supported through our department is driven by the Iowa Acceleration Scales (IAS). A student must score in the 96th percentile or higher in both reading and math in the most recent iReady administration in order to be considered for the grade acceleration process. In this process, CogAT is administered to assess student ability, unless there are existing CMS-administered abilities scores (CogAT, Stanford-Binet, WISC, WJ-COG) from another CMS evaluation within 24 months. Additionally, Iowa Assessments (two grade levels ahead) are administered, and qualitative rating scales are completed by parents, teachers, and administrators. Scores are placed into points categories as identified by the IAS. Upon receiving the overall rating on the IAS, the AIG Site-Based Committee will meet to determine if the child meets the criteria on the CMS Gifted Identification Rubric to qualify as gifted and if grade acceleration should occur. If a child identifies as gifted in any capacity, the AIG Site-Based Committee will work to develop an Individual Differentiated Education Plan (IDEP) to best meet the academic, social, and emotional needs of the child. If a decision to grade accelerate occurs, a transition plan is developed.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A screening window is provided in the second semester for second-grade students who enroll after the fall administrations of CogAT and iReady (or Iowa). CogAT is administered and winter iReady scores are utilized to determine giftedness. In the event that winter iReady scores are not available, a student will be provided an Iowa Assessments opportunity if they score in the 77th percentile or higher in the verbal battery, quantitative battery, or the QN (quantitative-nonverbal) composite on CogAT.

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

Currently, third-twelfth grade screening relies solely on formal assessments- CogAT is paired with achievement scores (either fall iReady of the current school year, or EOGs or EOCs from the previous school year) to determine gifted eligibility.

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

- aptitude testing
- aptitude and achievement testing

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

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

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

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



Reciprocity for Gifted Identification outside of CMS:

- **Gifted Identification from another North Carolina (NC) Local Education Agency (LEA):** If testing results have led to a student being identified as gifted in any capacity (AI, AG, IG, AR, AM), gifted identification will remain the same in CMS with no further testing required. If the identification label does not transfer through the state's Student Information System, a parent or guardian signature will be required on an AIG Referral and Results Form to ensure proper coding.
- **Gifted Identification provided by a school district or LEA outside of NC:** If a student was identified as gifted in any capacity (AI, AG, IG, AR, AM) in a school district or LEA outside of North Carolina, gifted identification will remain the same in CMS with no further testing required. Documentation must

be provided and may consist of an official score report, educational record, and/or official letter from school or district to show the student was identified as gifted. The AIG Teacher or AIG point of contact will complete the top portion of an AIG Referral and Results Form and obtain a parent or guardian's signature to ensure informed consent and proper coding.

Results from comparable assessment from other CMS evaluations, such as EC evaluations or 504s, may also be used for gifted identification.

Because our district has a comprehensive screening process for gifted identification and generous reciprocity policies in place, outside testing is not accepted for gifted identification. If a student has outside testing results through a licensed psychologist or another school/district, the results can be used as a relevant data point to determine student needs, but will not be applied to our CMS Gifted Identification Rubric.

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* Practice C

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

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

CMS is a diverse district. Currently, about 13% of the CMS student population is identified as AIG. The AIG student population includes all demographic groups. Consistent work is being done to increase access for underrepresented students. Expanding the ranges of performance on the 2019-2022 CMS Gifted Identification Rubric increased access and opportunities for gifted identification. Students earn points on the rubric beginning in the 77th percentile, which encompasses all of the 7th stanine, indicating above-average aptitude or achievement. We have also expanded percentile ranks for Gifted Rating Scales equating to 84th percentile and above, which indicate “very high probability” and “high probability” gifted.

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

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

Training for gifted screenings and assessments integrates culturally responsive principles and AIG Teachers are trained to recognize gifted traits across all cultures. Advanced Studies continually monitors and analyzes subgroup data and the impact of these intentional changes to gifted identification. To further

increase access, an additional pathway to the portfolio was developed. Since 2022, students are now able to participate in the portfolio opportunity with demonstrated high achievement.

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

Advanced Studies has strong partnerships with the CMS Learning & Language Acquisition and Exceptional Children departments and will continue to deepen these collaborative partnerships. Consistent collaboration with these teams allows us to be responsive to student needs and accurately identify giftedness in order to provide tailored services to meet academic, social, and emotional needs of students with more than one exceptionality.

Advanced Studies has also developed a comprehensive screening process for Horizons, our full-day program for highly gifted students in grades 3-5. The Horizons application and screening process utilizes multiple criteria. Horizons provides radical acceleration and is designed to meet the needs of highly gifted students through accelerated learning opportunities.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	27.15%	5.35%	<5%	---	15.29%	---	28.33%
Male	28.88%	5.43%	5.00%	22.22%	15.27%	12.94%	31.24%
Total	28.05%	5.39%	<5%	16.40%	15.28%	8.57%	29.82%

Percent of Total AIG Students Identified as Dual Exceptionality

<5%

* Practice D

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

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

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

*** Practice E**

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

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

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

Elementary AIG Teachers and AIG contacts at the secondary level receive ongoing professional development regarding the screening, referral, and identification processes and serve as AIG communication leads at their respective schools. A session for school-based staff and a session for parents will be developed by Advanced Studies and shared by AIG Teachers and AIG contacts at the school level.

*** Practice F**

Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.

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

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

*** Practice G**

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 developed and reviewed annually with parents/ guardians to ensure effective programming, provide a continuum of services, and support school transitions.

Differentiated Education Plans (DEPs) are required for AIG students in grades 2-12. The DEP documents service delivery, learning environment, advanced content, instructional strategies, and enrichment opportunities provided to AIG learners.

Elementary (K-5) DEPs are co-developed by AIG Teachers or LI/TD Magnet Coordinators and classroom teachers. An annual meeting with parents/guardians of AIG learners to explain the DEP and gifted programming is required. AIG Teachers and LI/TD Magnet Coordinators submit the DEP Meeting invitation and an attendance roster to Advanced Studies as documentation.

Middle School (6-8) DEPs are co-developed by established middle school AIG contacts and content area teachers. An annual meeting with parents/guardians of AIG learners to explain the DEP and gifted programming is required. Middle school AIG contacts submit the DEP Meeting invitation and an attendance roster to Advanced Studies for documentation.

High School (9-12) DEPs are developed by school counselors. School counselors hold individual meetings with each AIG student during the course registration period to review the student's transcript, class schedule, and educational goals to determine whether they are engaged in appropriately challenging coursework to meet their goals. Participation in co-curriculars, Credit by Demonstrated Mastery (CDM), and special programs like Governor's School are also documented.

Digital copies of student DEPs are provided to Advanced Studies and the completion of DEPs for each school is monitored. Individual copies of DEPs are placed within student cumulative folders.

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

* Ideas for Strengthening the Standard

- Include a third universal screening opportunity with the iReady assessment.
- Increase awareness around identification and screening opportunities at the secondary level.
- Provide differentiated professional development opportunities for portfolio development and scoring.
- Continue to provide training around identification practices to various stakeholders.
- Provide additional support to AIG Teachers and AIG contacts on how to discuss gifted identification data with families and other stakeholders.

Planned Sources of Evidence

* Electronic compliance folders for each school


* Districtwide data dashboard

* Identification process spreadsheet organizers for each school

* Referral & Results Forms for AIG students

* AIG Gifted Identification Rubric

* Differentiated Education Plans	
* Individual Differentiated Education Plans	
* Cumulative file information including DEP, identification results, and documentation from assessments	
* Professional development and gifted assessment and identification training sessions	
* Professional development agendas	
* Attendance rosters from screening trainings (CogAT, GRS, portfolio)	
* Resource guides and communication tools provided to all stakeholders	
* Audit reports	
* District data and data analysis reports including demographic and assessment data for the district overall and for identified AIG students	
* AIG Headcounts (Fall & Spring)	
* Results of annual data reviews	
* Survey and focus group feedback from all stakeholder groups	

Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	 2025-2028 CMS Gifted Identification Rubric

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

* Practice A

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

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

Elementary (Kindergarten-5th grade): The full continuum of services for gifted learners in elementary school centers around an inclusive framework and provides opportunities for nurturing, enrichment, extension, acceleration, and co-curriculars.

The academic, intellectual, and social-emotional needs of gifted and advanced K-5 learners are primarily met through the NEAT framework which provides opportunities for nurturing, enrichment, and acceleration so students can thrive. The NEAT framework is a flexible, inclusive approach for appropriately challenging gifted and advanced learners where collaboration is an essential component to its success.

The district recognizes that gifted learners are gifted all the time and that gifted education is a shared responsibility between AIG Teachers and classroom teachers. The needs of gifted learners must be met all day, every day, not just during set times when the AIG Teacher is providing instructional support within classrooms. Therefore, we aim to build capacity with instructional staff to ensure they are equipped with the knowledge, skills, and strategies to effectively differentiate for gifted and advanced learners. AIG Teachers lead implementation of gifted and advanced programming within elementary schools, provide expertise in how to best meet the needs of gifted and advanced learners within the school, and serve as an advocate for gifted education.

There are six core components that are essential within the NEAT framework.

Collaboration: Collaboration is referred to as the “heart” of the NEAT framework. AIG Teachers collaborate with a wide variety of personnel. AIG Teachers collaborate with school leadership to...

- - develop an overall mission and vision for the model to best support the school population and establish goals.
- -cluster group students and build a cohesive schedule to support advanced learning and differentiation.
- - identify materials, resources, and/or supports needed to accomplish goals that support vision and mission.

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

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

Instruction: Gifted and advanced learners are served through co-teaching and inclusive practices. Pullout instruction is not a supported practice. AIG Teachers and classroom teachers employ different co-teaching models to meet the needs of gifted and advanced learners within a classroom. Collaborative planning occurs between AIG Teachers and classroom teachers prior to instructional experiences. Both AIG Teachers and classroom teachers serve in active roles within co-taught lessons that appropriately challenge gifted and advanced learners. AIG Teachers may also work with whole classes to expose them to critical and creative thinking skills and nurture academic talent.

AIG Teachers may also work with small groups of students within classrooms to enrich, extend, and/or accelerate based on data and demonstrated need. Instruction is connected and aligned to deepen and enrich current content and appropriately challenges gifted and advanced learners. AIG Teachers work in partnership with school leadership to build capacity with teachers. Advanced learning opportunities must be provided by classroom teachers, as well. It is an expectation that the academic and intellectual needs of gifted and advanced learners are adequately met by classroom teachers when AIG Teachers are not present. Advanced curricular resources and strategies should also be used independently by classroom teachers.

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

Communication: AIG Teachers provide communication to parents/guardians and staff members to inform them on gifted identification, programming, services, and other opportunities. AIG Teachers are expected to be responsive to family needs and provide timely communication, updates, and high-quality support. Additionally, AIG Teachers work closely with classroom teachers to collaboratively develop grade-level Differentiated Education Plans (DEPs) and Individual Differentiated Education Plans (IDEPs), if needed.

AIG Teachers also share information about special programs, such as Reading Rumble and Mathapalooza, and Advanced Studies opportunities, such as professional development and licensure, with classroom teachers and staff. Regular communication with administrators and classroom teachers about identification, testing, scheduling, and student performance, also occurs.

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

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

-YET University: YET University is a systematic and intentional approach to nurturing young learners throughout the school year. All first grade students receive consistent access and exposure to critical and creative thinking through Primary Education Thinking Skills (P.E.T.S.) and lessons around growth mindset. AIG Teachers work within first grade classrooms and in partnership with first grade teachers to provide these opportunities to students. Classroom teachers and AIG Teachers monitor students' response to enrichment. This program has been piloted in CMS for 4 years. We collected data, refined the model, and scaled up the pilot throughout the years. Beginning in 2025-2026, YET University will be made available as an option to every elementary school in CMS, but will be required to be implemented in elementary schools with fewer than 10 AIG students. Schools who choose to not implement YET University must submit nurturing plans to the Elementary AIG Team to share how all 1st grade students will have access to critical and creative thinking and frontloading experiences. Nurturing plans must include specific criteria.

K-1 learners also have access to:

- advanced reading and math curricular resources provided by our department, including Jacob's Ladder, Project M2 Math, and Center for Gifted Education (CFGE) Language Arts units.
- early entry to Kindergarten
- opportunities for grade acceleration

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

- Access to research-based gifted curricular materials and resources provided by our department including Jacob's Ladder, Center for Gifted Education Language Arts units, Vanderbilt English Language Arts units, Hands-On Equations, Hands-On Fractions, and Project M3 Math.
- Opportunities for grade acceleration
- Opportunities for single subject acceleration in math, a highly specialized gifted intervention for students who show exceptional mathematical achievement (grades 3-5).

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

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

- **Explore** all students' interests, gifts, and talents through LI/TD Enrichment Electives and learning experiences both inside and outside of the classroom.
- **Empower** all students through rigorous curriculum and higher level instruction based on best practices of gifted education.
- **Enrich** learning experiences for all students by infusing innovation, creativity, critical thinking, communication, and problem-solving.
- **Engage** all students with meaningful, authentic collaborative experiences that foster a love for learning and academic, social, and emotional growth.

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

At the elementary level, the different identification labels (AI, AG, IG, AR, and AM) are used as a data point to determine services and instructional support. For example, AI and AG students receive differentiated instruction and specialized support in both reading and math. AR students receive differentiated instruction and specialized services in reading, which is a documented area of strength. AM students receive differentiated instruction and specialized services in their area of documented strength- math. IG students are served in the area or areas of strength and may require an IDEP and individualized support to ensure their academic, social, and emotional needs are met.

Due to the inclusive nature of our service model at the elementary level, students may also participate in advanced learning opportunities based on current data, showing a demonstrated need.

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

Horizons for grades 3-5 provides highly gifted students with consistent access to:

- concept-based instruction
- rich, diverse, complex texts coupled with gifted strategies
- compacted math instruction
- other unique instructional experiences

Specialized social-emotional learning supports are also embedded within the school day to support asynchronous development and unique social-emotional needs of highly gifted learners.

In grades 6-8, students are served through an accelerated course progression in reading, science, and social studies, providing them with an opportunity to earn multiple high school credits while in middle school.

The Horizons Accelerated Math Program (HAMP) for grades 6-8 provide students who are highly gifted in math with the opportunity to engage in a radically accelerated math course progression. The screening process for HAMP occurs at the district level using existing data to develop a candidate pool for this opportunity.

The course progression for students in HAMP for middle school is listed below. Students will begin high school with three high school math credits.

- 6th graders: Math I
- 7th graders: Math II
- 8th graders: Math III

Middle (6th-8th grade): Each middle school is supported by a designated AIG contact, who receives ongoing, specialized professional development in best practices for gifted education and instructional resources for gifted and advanced learners and ongoing communication from our Secondary Curriculum & Advanced Studies Specialists. Guidance is provided to middle schools on expectations of AIG contacts and AIG contacts are appointed by Principals. The AIG contact and Secondary Curriculum Specialist work collaboratively to train, coach, and support teachers to best serve gifted and advanced learners. Further development of service delivery will focus on more closely aligning gifted best practices with school data and student needs. AIG contacts and the Secondary Curriculum Specialist will also partner with counselors and classroom teachers to ensure social and emotional needs are considered when working with middle school students.

Collaboration: AIG contacts collaborate with subject area teachers to best support gifted and advanced learners within the classroom through differentiation and use of Advanced Studies-provided curriculum and instructional materials.

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

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

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

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

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

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

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

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

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

Acceleration: Advanced Studies provides support and guidance to school with the early entry to kindergarten processes, grade acceleration processes, and single subject acceleration through opportunities like CDM and/or virtual learning. For grades 6-12, Advanced Studies Specialists provide guidance on CDM and acceleration policies and processes. The decision to move forward with CDM or acceleration is determined in partnership between Advanced Studies Specialists, school leadership, counselors, teachers, and families using both quantitative (EOG, iReady, local assessments) and qualitative data to develop a plan that meets academic, social, and emotional goals. If a student places out of a course through CDM or the decision is made to accelerate, then Advanced Studies and the school's AIG Site-Based Committee will develop an acceleration transition plan that is aligned with the student's area of identification, academic, social and emotional needs. The plan is fully discussed with families and communicated to all relevant internal stakeholders.

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



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* Practice B

Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.

The district utilizes Capturing Kids' Hearts, a relationship-driven approach to education that equips teachers, administrators, and school staff with tools to create a positive, student-centered learning environment, in grades K-12. Developed by the Flippen Group, this program focuses on building trust, fostering meaningful connections, and developing social-emotional skills. Through strategies like the "EXCEL Model" (Engage, eXplore, Communicate, Empower, and Launch) and the use of social contracts, educators cultivate a culture of respect, responsibility, and high expectations, ultimately improving student behavior, engagement, and academic success.

Social and emotional needs and supports are included as a part of the DEP developed for gifted learners at each level. DEPs are developed collaboratively; AIG Teachers or LI/TD Coordinators co-develop them with classroom teachers at the elementary level, the school's designated AIG contact works with content area teachers to co-develop DEPs at the middle school level, and counselors work with teachers to develop DEPs at the high school level.

There is a social-emotional component embedded in IDEPs. IDEPs are developed by a team which typically includes the child's teachers, AIG Teacher or contact, instructional leader, administrator, and parents/guardians. EC teachers, ML teachers, and counselors may also be partners in the development and implementation of an IDEP for AIG students with more than one exceptionality. Members of the Elementary AIG Team are often consulted when IDEPs are developed and they are able to provide sound guidance and recommend strategies to support individual student success.

AIG Site-Based Committees may bring in counselors to discuss additional social emotional supports for AIG learners. This may include things like Lunch Bunches, small group sessions around the book "I'm Not Just Gifted," and pulling students with similar social-emotional needs together for group sessions.

IB schools focus on the development of a strong learner profile. The learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. The profile aims to develop learners who are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. The profile is developed through concept-based instruction, service learning, and collaboration opportunities.

AVID schools focus on building relational capacity and have many SEL-embedded supports. Organization is an essential component of the AVID framework and students develop executive functioning skills to prepare them for success in advanced coursework.

Future goals to bolster social emotional supports include hosting family workshops centered around SEL needs, such as perfectionism, intensity, overexcitabilities, etc.. We also plan to partner with our Media Services team to provide more resources for bibliotherapy.

Specific services and supports by grade span are listed below:

K-5

Specialized professional development is provided to AIG Teachers and LI/TD Coordinators around social-emotional learning and supports for elementary gifted students. Specific work around perfectionism, underachievement, and overexcitabilities has been shared. Advanced Studies provides high-quality instructional resources to support social and emotional learning for gifted learners, including "Affective Jacob's Ladder for Reading Comprehension," "Mindsets in the Classroom," and "I'm Not Just Gifted." These resources have been provided to all elementary schools. The Elementary AIG team has created interactive digital lessons for "I'm Not Just Gifted" that can be utilized in a whole group or small group lesson format. Some AIG Teachers utilize these lessons during a "lunch bunch." Much work is done around fostering a growth mindset at the elementary level to ensure students are prepared for challenges. This work begins through YET University lessons where students learn that their brain is a muscle, how to overcome the "learning pit," and how to embrace the power of "yet."

The Elementary AIG Team has offered "The SEL Series for Gifted Learners" as professional development for teachers, administrators, and counselors. Additionally, a SEL Spotlight has become a recurring component of monthly required AIG professional learning for AIG Teachers and LI/TD Magnet

Coordinators to further build capacity with program leads.

6-8

Advanced Studies provides high-quality instructional resources to support social and emotional learning for gifted learners, including "Affective Jacob's Ladder for Reading Comprehension" and "I'm Not Just Gifted." These resources have been provided to all middle and K-8 schools.

9-12

Advanced Studies provides some professional development opportunities for parents, teachers, administrators, and other stakeholders regarding awareness of the social and emotional needs of gifted learners. Through partnerships with the Counseling, EC and LLA departments, we utilize existing collaborative team structures to share tools and resources that support the social and emotional development of AIG students with teachers and other staff. Specialists within Advanced Studies support schools with the implementation of strategies to meet the social and emotional needs of gifted students.

In 2025-2028, there will be more efforts to provide increased specialized supports to AIG and advanced learners in grades 6-12. Secondary Advanced Specialists will continue to deepen relationships with Counseling, MTSS, and Social-Emotional Learning and develop additional ways to support SEL needs for AIG learners. Specific lessons to support AIG learners will be included for counselors to implement in both middle & high schools

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* Practice C

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

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

The district has developed a framework for Multi-Tiered Systems of Support that is inclusive of all students. Specific considerations for gifted learners and learners with demonstrated needs for enrichment are included. Advanced Studies works closely with multiple departments to create an infrastructure and implementation plan for all schools. This ensures that appropriately challenging learning experiences will be provided to AIG students and those with demonstrated needs. We will continue the important work of bolstering our processes to include AIG

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

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

Opportunities for elementary and secondary teachers to obtain their AIG add-on license are provided through partnerships with local universities. Educators are also encouraged to earn AIG add-on licensure by passing the Gifted Education Praxis and individuals who earn passing scores are reimbursed for their efforts.

This is critical to success in advanced coursework at the middle and high school levels and will prepare students to engage with increasingly rigorous content.

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

Content Specialists provide professional development sessions for AIG Teachers and AIG contacts, while Curriculum Specialists and our Lead Teacher provide professional development sessions to specialized personnel within schools, including Multilingual Learner Teachers and Instructional Leaders. This has provided internal stakeholders with increased awareness of curricular resources, strategies, and practices designed to meet the needs of gifted and advanced learners.

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

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

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

*** Practice D**

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

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

Cluster grouping and flexible grouping are a part of the inclusive service delivery model used at the elementary level. Cluster grouping is a research-based practice for gifted students. A gifted cluster is a group of gifted and/or high-achieving students placed within a mixed-ability classroom. This allows for ongoing, consistent differentiation to occur within classrooms. AIG Teachers provide support to both teachers and students within this structure. Flexible grouping is also encouraged with the use of data to support the formation of groups. Groups may be created based on a variety of criteria, according to student interest, mastery level, and learner profile, and may change based on current standards or units of study. Moving forward, specialists within Advanced Studies will explore opportunities to support elementary schools with low numbers of AIG students to expand access to talent development opportunities by identifying advanced learners for cluster and flexible grouping using school-level data. The use of a schoolwide data dashboard provided by Advanced Studies will further these efforts. This practice also helps maximize the role of the AIG Teacher and expand their impact within a school.

At the secondary level, students are grouped according to course selection and course placement. Our department has worked with the district's Office of Accountability to develop data systems to gauge the potential for success in enrollment in AP courses and Math 1. These data systems provide guidance to counselors, administrators, and master schedulers to ensure students are enrolled in appropriately challenging courses to engage in rigorous content to

maximize potential. Middle schools and high schools utilize multiple data points, including gifted identification, course selection, grades, and achievement data to make course placement recommendations and decisions. Groups of students within advanced courses in middle school and high school are supported directly by classroom teachers. Advanced Studies provides teachers with opportunities to engage in professional development that enable them to effectively meet the needs of diverse groups of gifted and advanced students. The department will continue to develop and provide targeted professional development opportunities for teachers, counselors, and administrators to support them with data use and grouping practices at the secondary level.

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

* Practice E

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

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

- **CMS Cabinet:** The proposed CMS 2028 AIG Plan was shared with the CMS Cabinet to gather feedback before seeking board approval. Following approval, the full plan will be shared with executive staff. Updates from the AIG Advisory group will be shared with executive staff annually to ensure alignment with district initiatives and goals. Summary documents that include information about services and regulations related to gifted education will be shared to ensure easy access to this information.
- **Administrators:** The AIG plan, regulations, and services will be shared with school administrators following plan approval. Updates from the AIG Plan Advisory group will be shared with administrators to ensure alignment with district initiatives and goals. Summary documents that include information about services and regulations related to gifted education will be shared to ensure easy access to this information.
- **Elementary AIG Teachers:** Our AIG Teachers are key stakeholders in the implementation of the AIG Plan. They will be provided with ongoing professional development regarding components of the plan and receive coaching and support to ensure expectations are met. AIG Teachers will lead the communication of AIG Plan expectations to classroom teachers and school-based support staff.
- **Middle School AIG contacts:** AIG contacts will learn about the AIG Plan and their role in implementation during scheduled meetings throughout the year. Sessions will be targeted at meeting the academic, social, and emotional needs of gifted and advanced learners. AIG contacts will lead communication of AIG Plan expectations to subject area teachers and school-based support staff.
- **High School AIG Contacts:** The AIG plan, regulations, and services will be shared with school administrators following plan approval. Summary documents that include information about services and regulations related to gifted education will be shared to ensure easy access to this information. Professional development sessions will be offered on meeting the academic, social, and emotional needs of gifted and advanced learners. The High School Advanced Studies contacts will lead communication of the AIG Plan expectations to subject area teachers and school-based support staff.

Administrators stay informed about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan through principal memos, our department monthly newsletter Advanced Studies in Action! and sessions at principal meetings and professional learning events.

To increase communication and awareness around gifted programming, the Elementary AIG team will begin sharing “AIG Insights” with elementary and K-8 principals. AIG Insights will provide administrators with information, including:

- AIG demographics
- AIG performance data
- # of AIG-licensed educators

- # of AIG locally endorsed educators
- participation in Advanced Studies special programs (SSA, YET U, etc..)
- participation in co-curriculars

This practice may be expanded to middle & high school after the initial launch in elementary and K-8 schools.

We are committed to ensuring the public is aware of all programming and opportunities for AIG. The AIG Plan is posted prominently on our department's website for easy access by all stakeholders. We will also leverage existing district structures for communication, including the principal mailer system, Direct to Teacher Communication newsletter, and the CMS Insider. We will also provide frequent updates via our department newsletter and social media sites.

Stakeholder-friendly resources help inform internal and external stakeholders of specialized programming opportunities. These resources may include one-pagers, screencasts, and slide decks.

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

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

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

* Practice F

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

Differentiated Education Plans (DEPs) are completed for all AIG students in grades 2-12. As described in Standard 1, DEPs are created in a collaborative manner with various stakeholders working in partnership. DEPs are shared with relevant internal stakeholders, including administrators and counselors each year. A copy of the DEP is also filed within student cumulative folders that follow them from year to year and building to building. Students' cumulative folders contain data and information regarding their identification and services, including their DEP. As students transition, schools have access to this data and information within the cumulative folder.

We realize that transition points are critical for our AIG learners. Advanced Studies Specialists, Curriculum Specialists & Lead Teachers have collaborated to develop a process to support 'transition talks' for elementary and middle school AIG leads. Transition talks bring elementary AIG teachers together with middle school AIG contacts. For the duration of the *CMS 2025 AIG Plan*, a specific time and space was provided for these transition talks to occur. Advanced Studies Specialists, Curriculum Specialists & Lead Teachers organized the event into feeder patterns or magnet school continuation. Guiding questions in a collaborative Google Doc were created by Advanced Studies Specialists & Lead Teachers to generate discussion. Elementary and middle school AIG leads in K-8 schools were also able to engage in vertical alignment conversations to support the transition of students from 5th to 6th grades. By leveraging the use of collaborative Google Docs to capture the conversation, Advanced Studies was able to monitor and follow up appropriately. The transition talks provided an

entry point for transition planning to occur. Many schools continued their partnership after the provided time to support the effective continuation of AIG services.

Moving forward, we will provide elementary schools and middle schools with a window to schedule their own transition talks. We will provide them with the necessary contact information and provide flexibility for how the meeting will occur (virtually vs. in-person or individual elementary schools vs. all elementary schools within a feeder pattern with their respective middle school). Meeting notes will be submitted to Advanced Studies to monitor the process and ensure a minimum of one contact has occurred between elementary schools and their feeder middle school.

Additionally, our team partners with the district's Family and Community Engagement team to offer virtual learning sessions for families of rising 5th and rising 8th graders. The session focuses on sharing the advanced learning trajectory and advanced programming options.

Additional opportunities for collaboration occur between LI/TD Coordinators and administrators to ensure cohesion and consistency with theme implementation. We also provide structured collaboration opportunities for LI/TD Coordinators to meet with middle school IB Coordinators since many of our students in LI/TD programs continue to IB programs. There are also vertical collaboration opportunities to ensure continuity with IB programming- our middle school & high school IB Coordinators regularly communicate with one another. Vertical planning opportunities are provided for elementary and middle school teachers of highly gifted students to ensure consistency and cohesion with programming.

These efforts provide support for all stakeholders at key transition points to support our AIG and advanced learners. We will continue to explore additional opportunities to ensure transitions are seamless and supportive of student growth.

*** Practice G**

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

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

To support administrators in making grade acceleration decisions, The Iowa Acceleration Scales (IAS) is completed. The IAS is an unbiased tool provided to support acceleration decisions. The AIG Compliance Specialist supports the AIG Teacher in the completion of the assessments required in the process outlined in the IAS. The AIG Compliance Specialist may also attend the AIG Site-Based Committee meeting to discuss the acceleration option, if necessary. An Individual Differentiated Education Plan (IDEP) is created for students based on student needs to support acceleration. Principals in North Carolina are granted the authority to grade and place students. Parents/guardians who are interested in pursuing whole grade acceleration would make a written request to the Principal. The principal then decides appropriate next steps, which could include accelerating the child, keeping the child in the current grade level, or seeing additional data via the process our department supports aligned to the IAS.

Advanced Studies also supports schools with the Early Entry to Kindergarten process outlined by the state of North Carolina. The process and application packet are posted prominently on our department website. Parents/guardians who are interested in pursuing this opportunity provide the completed packet with all required testing and work samples to the Principal of their child's neighborhood school. Principals ultimately decide if a child will be granted Early Entry to Kindergarten. Department Specialists provide support to both families and schools with the state's process.

An accelerated program option for highly gifted learners is provided through the Horizons program. The program allows for course advancement, acceleration, and social/emotional support of highly gifted students. Horizons is also designed to allow students the opportunity to stay with their same-age peers to foster

social/emotional growth while providing for their accelerated academic needs. Students in the Horizons program are learning accelerated content and immersed in gifted strategies and best practices.

Our team has recognized a need for math acceleration at the elementary level. Therefore, a clear and equitable process has been developed to support mathematically talented elementary school students. A team convened to build accelerated math progressions in grades 3-5 and create a process rooted in the use of multiple data points to ensure students with demonstrated needs have access to single subject acceleration (SSA). This highly specialized gifted intervention has resulted in high levels of academic growth for our mathematically talented students.

SSA provides mathematically talented students in grades 3-5 with access to high-quality, conceptual learning experiences designed to...

- enrich, extend and deepen grade level standards
- provide exposure to advanced content
- cultivate growth and prepare them for success in advanced coursework at the secondary level.

The Credit by Demonstrated Mastery (CDM) process is supported at the middle school and high school levels as an opportunity for single subject acceleration. Advanced Studies works in collaboration with Accountability and the Counseling departments to ensure the CDM process is communicated and implemented consistently. Communication is provided to counselors, administrators, and other relevant stakeholders regarding the process and timelines for CDM. Schools provide information directly to students and parents/guardians about the CDM option, process, and timelines. The District CDM Team partners with the School CDM Team to provide guidance when considering candidates and this option for their educational paths. The District Team also supports the process of administering the multi-phase assessment.

At the secondary level, students also have access to a variety of online course options that can be used for subject acceleration, as needed. Honors, Advanced Placement, and dual enrollment course options are also available at all high schools for additional acceleration options. Subject acceleration in math is provided to students in middle school through the option to take high school mathematics courses. In collaboration with the Middle School and High School Math Specialists and the Accountability Department, a data dashboard and rubric have been provided to schools to assist them in making decisions about subject acceleration for middle school math. In accordance with House Bill 986, students who score a level 5 on their Math EOG are placed in an advanced math course.

Advanced math courses at the middle school level include honors-level courses for middle school math and high school math courses. Compacted curriculum is used in honors level middle school math courses to support students who accelerate into high school math courses. Advanced Studies supports high school students to take college and university-level mathematics courses, as appropriate when their subject acceleration in mathematics leads to completion of all high school math courses prior to high school graduation. Finally, Advanced Studies sponsors a Language High-Fliers Program in collaboration with UNCC for students who have accelerated in a world language and have no course options within their high school.

*** Practice H**

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

Advanced Studies has worked diligently over the past few years to create strategic support for all students in grades K-2. An emphasis has been placed on nurturing and exposure to advanced language and analytical thinking. Providing early access to advanced learning experiences is a priority for our team. YET University is a systematic and intentional approach to nurturing young learners throughout the school year. All first grade students will receive consistent access and exposure to critical and creative thinking through Primary Education Thinking Skills (P.E.T.S.) and lessons around growth mindset. AIG Teachers work within first grade classrooms and in partnership with first grade teachers to provide these opportunities to students. Classroom teachers and AIG Teachers monitor students' response to enrichment. This program was piloted in CMS for four years. We collected data and refined the model over that time period. Beginning in the 2025-2026 school year, YET University will be required for elementary schools with fewer than 10 AIG students identified. All schools will have

access to it. Schools who do not implement YET University will be required to submit a nurturing plan to Advanced Studies to share how students will be nurtured. We strongly believe that if we universally screen all students for gifted identification, we also need to universally nurture academic talent and skills in a systematic way prior to the screening.

Frontloading and early exposure has positively impacted traditionally underrepresented students the most according to data collected from YET University implementation. We have future plans to expand YET University for Kindergarten students during the second half of the school year.

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

CMS has six Learning Immersion/Talent Development (LI/TD) magnet programs for K-5 students. Classroom teachers, LI/TD Coordinators, and AIG Teachers work collaboratively to provide enriching and relevant instruction, exposing these students to gifted curriculum and advanced instructional strategies throughout the day. The K-2 approach of the LI/TD magnet theme focuses on learning immersion, which is designed to nurture gifted potential in young learners. All teachers at LI/TD schools are trained in the use of Thinking Maps, a visual language for learning, and all students are taught how to utilize these visual tools to support learning in all content areas. Thinking Maps cultivate critical and creative thinking and, when layered into gifted curriculum and strategies, students think at high levels. Additionally, Thinking Maps provide a strong bridge and scaffold for all students to engage in rigorous content. Students are provided with consistent access to gifted curriculum and instructional strategies led by teachers who receive specialized training in gifted education and best practices designed to challenge and engage students. Classroom teachers at LI/TD magnet schools are encouraged to obtain AIG licensure and are well supported by both a LI/TD Magnet Coordinator and an AIG Teacher.

*** Practice I**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.

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

Our K-5 NEAT framework embodies inclusive practices and our elementary schools utilize existing building data to serve AIG and advanced learners. Each elementary school has access to a data dashboard that is specific to their school. The dashboard can pull achievement data to recommend students to include in services. The model serves both gifted and advanced learners; it is not exclusive to only students who are formally identified as AIG. NEAT framework participation data is collected from elementary schools to ensure consistent implementation of the model that is responsive to student needs.

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

Our gifted identification process is robust, comprehensive, and rooted in best practices. Gifted identification is determined through the consistent use of an objective points-based rubric. The use of multiple criteria allows students to demonstrate academic and intellectual strengths in various ways. The CMS Gifted Identification Rubric allows students to earn points if they demonstrate achievement in the 7th stanine or higher, which indicates above-average ability and/or achievement. Having 5 different labels allows us to combine data in various ways to demonstrate giftedness. The process allows students to demonstrate strengths and accumulate points in a variety of different ways. There are over 15 different pathways to AIG identification, which has broadened access to advanced learning opportunities. Intentional changes have resulted in more students being identified as AIG and receiving access to talent development.

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

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

Pre-AP is a program offered by the College Board designed to prepare students for Advanced Placement (AP) courses and college-level work by providing a framework for instruction and resources, including professional development for teachers. Pre-AP helps nurture skills needed to be successful in advanced course offerings.

*** Practice J**

Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.

Advanced Studies supports a number of extracurricular opportunities to enhance and further develop the needs, talents, and interests of AIG students. Our department works closely with the fund owners of co-curricular activities to provide Math Olympiads for 4th-8th graders.

The department also hosts an annual math enrichment event called Mathapalooza for district third graders who have an affinity for mathematics. Reading Rumble is a fun co-curricular for students in grades 2-5. Students are tasked with reading several different high-interest novels throughout the school year and engage in deep comprehension work. Then, teams from throughout the district come together for a competition where they engage in trivia about each of the books they have read.

These events are popular with students and families. Based on survey data, families have a desire for the district to offer more opportunities for students. Moving forward, we will require all elementary schools to participate in a minimum of one enrichment event and at least one co-curricular.

This will aid in providing greater consistency in enhancing elementary AIG programming throughout the district.

Advanced Studies supports the North Carolina Governor's School application process to ensure CMS students are provided the opportunity to participate. In addition, there are opportunities for secondary students to participate in the North Carolina School of Science and Mathematics (NCSSM) Summer Accelerator courses. Summer Accelerator courses offer students academic growth through engaging, challenging STEM courses on topics they can relate to.

Advanced Studies will continue to explore options for students, families, and schools to match programs and experiences that address secondary students' talents, needs, and interests.

Advanced Studies supports creatively talented students in grades 4-8 through the Spectrum of the Arts summer program. Students are nominated for this program by the arts area teachers in their schools in the areas of drama, music, dance, creative writing, and art.. Spectrum of the Arts offers students the opportunity to spend six hours a day in an intensive study of the arts. Three hours of each day are spent in a primary area (referred to as a "Major") of talent,

and the remainder of the day is divided between each of the other arts areas (referred to as “Minors”). On the final day of the program, students “share” a sampling of their creativity.

All schools are encouraged to identify opportunities for their student population and include extracurriculars as a component of the DEP. Opportunities include chess, Science Olympiad, Future Problem Solvers, robotics, and Odyssey of the Mind. Schools in close proximity often work together to provide competitions and opportunities to students with varied interests and talents. Schools also implement activities such as Student Council and National Elementary and Junior Honor Societies to cultivate leadership and service learning.

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

Our LI/TD schools also engage students with an annual 4E Exhibition, which brings students from all 6 campuses together to participate in fun, challenging competitions connected to the 4Es of engage, enrich, explore and empower. LI/TD Coordinators design the events and st

IB schools engage students with service learning experiences and provide opportunities for volunteerism. The International Baccalaureate (IB) Diploma Program's Creativity, Activity, Service (CAS) program requires students to complete 150 hours of activities over the course of their 11th and 12th grades. Creativity involves learning over time where students are mastering something new. Action involves either a sport or interaction with the community. Service involves helping others in the community.

*** Ideas for Strengthening the Standard**

- Develop implementation tools for secondary advanced programs to increase integrity and support schools with continuous growth.
- Target development of secondary program services through collaboration with the Secondary Curriculum Specialist to build capacity with AIG-licensed educators and Advanced Studies contacts in middle and high schools.
- Continue to align gifted and advanced resources to appropriately supplement the district curriculum in a variety of content areas.
- Strengthen social-emotional learning supports for AIG 6th-12th graders; engage in targeted work with Counselors
- Model collaborative partnerships with the EC and Title I departments after the current collaborative partnership with the ML department.
- Analyze current AIG student achievement and growth data to inform grouping practices and procedures at the school and district level.
- Design measures of consistency. Provide professional development and targeted support to administrators, teachers, and counselors to further strengthen data use for effective cluster and flexible grouping.
- Consistently integrate program standards, legislation, and regulations around gifted programs into locally offered PD, administrative meetings, and site team meetings.
- Develop a system to ensure all school-based staff receive an annual update that includes identification procedures, gifted services, best practices for gifted and advanced learners, instructional materials provided by Advanced Studies, compliance requirements, and opportunities for gifted and advanced learners
- Increase access to acceleration and advanced course options for underrepresented students at the secondary level.
- Continue to identify additional opportunities to connect data available in the district to broaden access to advanced learning opportunities and services to students from under-represented AIG populations.
- Continue to develop and provide professional development that communicates service options to EL, EC teachers, Title 1, and other teachers who have a specialized student focus and partner with these teachers for effective programming.
- Identify ways to strengthen talent development strategies, including nurturing, transition bridge programs, and AVID to cultivate the potential of and address the needs of underrepresented populations, across the K-12 continuum.
- Provide targeted support to schools so they can expand service-learning projects, clubs, and enrichment programs in an effort to increase the number of consistent opportunities offered to students at all schools across the district.

Planned Sources of Evidence

* District data and data analysis reports including demographic and performance data for the district overall and for identified AIG students

* District and school course enrollment data

* One pagers for our advanced programming options

* CDM recordkeeping

* Advanced programming data

* Implementation Tool data

* Survey and focus group feedback from all stakeholder groups

* Professional development archives

* Feedback from professional development sessions, collaborative meetings, and events

* Communication tools

* Cumulative file information including DEP, identification results, and Performance Review Documents

* Resource guides and communication tools provided to all stakeholders

* Notes and slide decks from transition talks

* SSA criteria and achievement and growth data

* programming data

* audit reports

Documents		
Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

CMS ensures that the NC Standard Course of Study (SCOS) is adapted to challenge and support advanced learners through differentiated curriculum and instruction across all grade levels. Differentiation includes enrichment, extension, and acceleration strategies tailored to the developmental and academic needs of gifted students in elementary, middle, and high school.

Advanced Studies provides research-based gifted curriculum, coaching, professional development, and site-based support on how to best meet the academic needs of gifted and advanced learners in all grade levels.

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

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

Advanced elementary curricular resources provide to schools include:

- William and Mary Literacy/Science/Social Studies Units
- various novels to accompany William and Mary units
- Vanderbilt ELA Units
- Project M2 and M3 Math Curriculum
- Jacob's Ladder
- Hands-On Equations

- Hands-On Fractions

Additional curricular resources are developed internally to support the NCSCOS while meeting the advanced learning needs of gifted/advanced learners.

Advanced Math and Literacy Alignment Documents have been created to align our gifted resources into the district's adopted core curriculum. Teams of AIG Teachers have collaborated to develop rigorous and engaging tasks connected to the core and are aligned to the standards. The documents are easy to navigate and teacher-friendly. The alignment documents are readily available and accessible to all elementary teachers through our district's Learning Management System (LMS). Professional development has been provided on the purpose of the documents and guidance on use. Additionally, the Elementary Curriculum Specialist and AIG & TD District Lead Teacher have created PD sessions where tasks from the document are modeled for elementary teachers. The creation of these documents and PD sessions have resulted in an increase in the awareness and use of gifted strategies and resources across our elementary schools. Advanced resources and strategies are used in order to deepen, extend, and enrich the NCSCOS. Use of these resources and strategies infuse depth, complexity, and rigor into the NCSCOS to appropriately challenge and engage gifted learners. Advanced resources and strategies are used in a variety of formats- including small group instruction, whole group instruction, and co-teaching. These resources are utilized by both classroom teachers and AIG Teachers.

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

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

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

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

Alignment of advanced resources and strategies into middle school's core curriculum has also been developed through the ELA Honors Companion Documents.

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

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

At the secondary level, Advanced Studies Specialists work in collaboration with Content Area Specialists and the SIDI team to strengthen core curriculum and increase advanced learning opportunities for gifted and advanced learners across the district. District specialists collaborate with AIG contacts and teachers to provide ongoing professional development and support around gifted models, methods, and resources that meet the academic, social, and emotional needs of gifted and advanced learners. When developing advanced learning opportunities, AIG contacts work in conjunction with district specialists and utilize a backwards design approach when building advanced learning plans based on the NCSCoS, district-adopted curriculum, and district-provided resources such as Jacob's Ladder, Vanderbilt, and William & Mary. These plans aim to increase engagement, depth, and rigor that support advanced learning needs.

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

* Practice B

Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.

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

Our school-based personnel engage in collaborative planning sessions to unpack standards, utilize data, and select strategies and resources that will challenge, empower, and engage gifted and advanced learners. Teachers select strategies based on instructional content, strengths of students, interest, and readiness level.

Some specific strategies that are utilized across all levels include:

- **Academic Enrichment-** Provides opportunities for students to probe deeper into the content of the curriculum, experience different processes for learning, and create products to demonstrate their learning. Classroom teachers create and plan enrichment lessons related to grade-level curriculum, goals, and objectives. Through flexible grouping, teachers match extension and enrichment activities to students' needs in the content areas of reading, math, science, and social science.
- **Acceleration-** Involves allowing a student to move through traditional educational organizations more rapidly, based on readiness and motivation. Acceleration includes grade skipping, early entry to kindergarten, acceleration in content areas through credit by demonstrated mastery and virtual learning opportunities, and access to college-level coursework through programs such as dual enrollment, early and middle colleges, Advanced Placement, and International Baccalaureate at the high school level. Instructional adaptations in the classroom such as compacting, which allows for better use of learning time in a specific subject, are also an example of acceleration.
- **Cross-Impact Matrix-** A matrix that allows students to consider three or more variables and how they impact one another. (Cash, 2011).
- **Curriculum Compacting-** Giving students full credit for what they know about an upcoming unit and/or providing advanced students opportunities to learn new material in a shorter time period than needed by classmates.
- **Depth & Complexity:** Students and teachers use eleven visual icons and content imperatives as prompts to assist them in thinking deeper about concepts (depth) and understanding those concepts with more complexity (Kaplan, 2009). The icons can be used to develop higher-level questions to extend thinking, in R.A.F.T.s and through the use of Depth and Complexity Frames, iconic pathways, and conversational roundtables.

- **Differentiated Units-** Teachers can differentiate four ways: 1) content, 2) process, 3) product, and 4) learning environment based on the individual learner. Differentiation is an organized, yet flexible way of proactively adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to achieve his or her maximum growth as a learner.
- **Extension Menu-** A selection of topics from which a student can choose to pursue an independent study that extends the learning beyond already mastered content standards.
- **Flexible Grouping-** Grouping and regrouping students throughout the year according to readiness, interest, learning style, achievement level, activity preference, or special needs.
- **Independent Study-** Ongoing in-depth research on a topic of a student's own choosing. Both student and teacher plan a method of investigating the problem or topic and identify what product the student will develop.
- **Paideia/Socratic Seminar-** Question and discussion format that builds and maintains critical thinking as part of the discussion. It offers an excellent way to help students move from recall to true understanding. The Socratic method of teaching is based on Socrates' theory that it is more important to enable students to think for themselves than to merely fill their heads with "right" answers. Socratic Seminar engages students in dialogues by responding to their questions with questions, instead of answers. This process encourages divergent thinking rather than convergent. Students are given opportunities to "examine" a common piece of text, whether it is in the form of a novel, poem, art print, or piece of music. After reading the common text, open-ended questions are posed. Open-ended questions allow students to think critically, analyze multiple meanings in the text, and express ideas with clarity and confidence.
- **Project-Based Learning-** An instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom. PBL teaches students college and career-ready skills as well as the content. These skills include communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, and group participation and leadership skills.
- **Problem Based Learning-** A learning system to help students develop flexible knowledge, effective problem-solving skills, self-directed learning, effective collaboration skills, and intrinsic motivation. Problem-based learning is a style of active learning where students learn both content and critical thinking skills. PBL is an instructional method that challenges students to "learn to learn," working cooperatively in groups to seek solutions to real-world problems. These problems are used to engage students' curiosity and initiate learning the subject matter. PBL prepares students to think critically and analytically and to find and use appropriate learning resources.
- **RAFT-** A strategy that employs writing-to-learn activities to enhance understanding of informational text. Instead of writing a traditional essay explaining a concept learner, students demonstrate their understanding in a nontraditional format=. This technique encourages creative thinking and motivates students to reflect in unusual ways about concepts they have read. RAFT is an acronym that stands for the role of the writer, audience, format, and topic.
- **Research Projects-** Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue. It consists of three steps: Pose a question, collect data to answer the question, and present an answer to the question.
- **SCAMPER-** An acronym for a strategy to expedite the brainstorming of new ideas and promote looking at old thoughts in new ways.
- **Taba Concept Development Model-** This model is used to enhance the thinking skills of students. It gives students practice in categorizing and developing, extending concepts, and making generalizations.
- **Tiered Lessons or Tiered Instruction-** A differentiation strategy in which all students are taught the same essential concepts and skills at different levels of complexity, depth or novelty of a lesson in response to assessed needs. The tiered lesson approach provides for the appropriate challenge level for all students.

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

* Practice C

Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.

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

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

Advanced curricular resources currently offered for gifted and advanced learners include Center for Gifted Education (CFGE) Math, Literacy, Science and Social Studies Concept-Based Units, Hands-On Equations and Hands-On Fractions, Problem-Based Units of Study, Art of Problem Solving, Caesar's English, Jacob's Ladder, Project-Based Units of Study, Primary Education Thinking Skills, Project M2 Mentoring Young Mathematicians, and Project M3 Mentoring Mathematical Minds.

All LI/TD schools integrate the use of Thinking Maps, a common visual language for learning, across all content areas. These portable tools for learning enhance student learning and increase rigor and depth. Additionally, they have access to Junior Great Books materials which encourage the use of inquiry.

* Practice D

Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.

Advanced Studies fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership in a variety of ways. We utilize resources included in North Carolina's "Portrait of a Graduate Playbook." We believe all AIG and advanced learners should develop durable skills and mindsets to cultivate post-secondary success.

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

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

Students in grades 2-8 have access to a wide range of research-based gifted curricular resources in all subject areas to appropriately challenge and engage them, including William & Mary Language Arts Units, Vanderbilt Units, PBLs, Hands-On Equations, BreakoutEDU, etc..

Elementary schools also have access to Silverquicken Episodes for Enrichment and Diagnosis (SEED) to engage students in short, immersive adventure stories. SEED provides learners opportunities to engage in convergent, divergent, cooperative, and reflective thinking. The multi-disciplinary approach ensures

that learners build problem solving, critical thinking, creativity, and teamwork skills across all content areas.

Concept-based instruction is encouraged to allow students to make interdisciplinary connections and generalizations around larger concepts.

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

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

Students in all grade levels engage in critical discussions and dialogue with their peers through academic conversations, Paideia Seminars, Philosophical Chairs, and debate. Specialized professional learning is provided to K-12 teachers to encourage rich academic conversations with students.

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

*** Practice E**

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.

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

At the elementary level, both formal and informal data points are used to determine advanced learning experiences and the instructional format or method used (i.e. whole group, small group, use of various co-teaching models). Frequent data analysis helps AIG Teachers and classroom teachers form flexible groups for targeted enrichment and advanced learning opportunities. This alignment with the data and resources allows schools to match a student's readiness with instruction, delivering the right content, at the right pace, at the right time. Many schools also utilize EOG EVAAS data to target their highest performing students for intensive services, included access to accelerated content to ensure academic growth.

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

At the high school level, student requests and multiple data points are used to find students who are ready for advanced courses, such as Advanced Placement and dual enrollment courses. Data used include ACT, PSAT, classroom performance, EOC, NC Final Exams, and data provided by the College Board. In collaboration with the SIDI team, Advanced Studies helped to create a scheduling report for high school level courses based on all available student

data. Although implemented and encouraged, more strategic and structured training can be provided to relevant stakeholders to discuss how to use assessment data to compact curriculum, create flexible grouping, and encourage depth and complexity of content, along with the advancement of the curriculum.

*** Practice F**

Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.

Collaboration is critical to the success of our advanced programming in CMS. Advanced Studies supports K-12 programming across all content areas so collaboration is part of our daily work. We collaborate frequently with various departments across the district to ensure the needs of AIG and advanced learners are met. This cross-departmental collaboration serves as a strong model for how we expect our school-based personnel to collaborate.

Our school-based personnel must also collaborate with other individuals at the school level to ensure implementation of differentiated curriculum and instruction is supported and expected of all instructional staff.

As mentioned in other standards, we have solid structures in place to ensure level-alike collaboration. This is important to the growth and development of our leads in buildings, such as AIG Teachers, LI/TD Coordinators, IB Coordinators, AP Lead Teachers, AVID Coordinators, Cambridge Coordinators, etc.. Specialists and Lead Teachers in Advanced Studies specifically “pour into” them so they can “pour into” individuals at their schools. There are also structured microteaching opportunities embedded where school-based instructional leaders, such as IB Coordinators may showcase their specialized skillset and others may learn from them.

Collaboration is the heart of the NEAT framework and AIG Teachers regularly collaborate with classroom teachers to plan instruction that incorporates advanced strategies and resources. Resources have been developed to help AIG Teachers feel confident in engaging in collaborative planning sessions and playing active roles. Co-teaching provides job-embedded professional learning opportunities for classroom teachers and allows them to see gifted strategies modeled for them. This helps build their capacity for working with AIG and advanced learners. AIG Teachers provide expertise in infusing depth, complexity, and abstractness into instruction. They often add higher level questions into teachers’ lessons plans, recommend and model advanced strategies, and demonstrate how to utilize lessons from our Advanced Alignment Documents in reading and math.

LI/TD Coordinators also collaborate regularly with classroom teachers to ensure differentiated curriculum and instruction is provided regularly to AIG learners. They also model how to utilize advanced resources from our district-created Advanced Alignment Documents in both reading and math for teachers, in addition to district-provisioned advanced curricular resources.

AIG Teachers and LI/TD Coordinators also collaborate with other specialized personnel, including Multilingual Learner Teachers and Exceptional Children Teachers and Counselors. This allows them to support twice exceptional learners, multilingual learners, and students who may have 504s.

Secondary AIG contacts provide guidance on how to deepen and enrich grade level standards and core curricula by layering in advanced strategies.

IB Coordinators lead program implementation at their schools. They regularly collaborate with classroom and content area teachers to ensure all aspects of IB are embedded within the total school community. This includes the integration of the IB Learner profile, and various approaches to learning and assessment. IB Coordinators collaborate with teachers to develop comprehensive unit planners that guide inquiry and instruction.

Cambridge Coordinators work with content teachers to ensure Cambridge philosophy is embedded into all areas of instruction with specialized curricula.

*** Ideas for Strengthening the Standard**

- Provide consistent collaboration opportunities for Cambridge Coordinators
- Align AVID, Cambridge & IB strategies and resources into district-adopted curricula
- Conduct an Honors Course Evaluation for middle school Honors courses
- Provide additional advanced resources to support Honors courses in middle school
- Determine minimum standard usages for core advanced resources at both the elementary and middle school levels
- Purchase newer, rich, complex text with diverse characters and settings for both elementary and middle school

Planned Sources of Evidence

* Elementary & Middle School AIG Inventories	
* DEPs to document strategy & resource usage	
* Slide decks from PD sessions	
* Collaborative planning agendas & notes	
* Learning Walk visit notes	
* Social media for Advanced Studies capturing photos at schools during Learning Walks	
* TD drop-in schedule & write-ups	
* Advanced Alignment Documents for reading & math with analytics	
* IB, AVID, and Cambridge cross-walks	
* Honors Course Evaluation	

Documents		
Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	

Standard 4: Personnel and Professional Development

Charlotte-Mecklenburg Schools (600) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

Charlotte-Mecklenburg Schools has employed an AIG-licensed and AIG-experienced educator to serve as lead coordinator in the Director of Advanced Studies role. The lead coordinator guides, plans, develops, implements, revise, and monitors the local AIG program and plan.

Duties for the Director of Advanced Studies include:

- Lead, manage, supervise, and evaluate Advanced Studies programs and staff
- Monitor and manage Advanced Studies budget
- Project funds needed for staffing, equipment, materials, supplies, and professional development; recommend budget adjustments
- Lead AIG Advisory Group meetings and communications
- Lead AIG Plan development, revision, implementation, and monitoring
- Collaborate with NCDPI personnel and program staff (IB, Cambridge, AVID, etc...)
- Manage all Advanced Studies communications, including department newsletter, social media, principal memos, and department website
- Prepare and present reports, data, and needed correspondence
- Facilitate or attend professional development and meetings
- Lead Advanced Studies team meetings
- Attend or facilitate staff and/or community meetings as needed/required
- Complete local, state, and federal surveys and reports
- Create an inclusive environment with positive communication/ public relations
- Develops and manages work plans for team, assigns work activities, projects and programs; monitors work flow; reviews and evaluates work products, methods and procedures.

- Recommends appointment of department and school-based personnel; provides/coordinates staff training; works with employees to improve performance
- Provides support to all Advanced Studies staff members
- Facilitates AIG Appeals Process

The Director of Advanced Studies also serves on several cross-functional leadership teams, including the MTSS Leadership Team, PD Cross-Functional Team, and Instructional Tenets team.

Advanced Studies is also comprised of:

- 5 Advanced Studies Specialists
- Elementary Curriculum Instructional Specialist
- Secondary Curriculum Instructional Specialist
- AIG Compliance Specialist
- AIG & TD District Lead Teacher
- Budget Assistant
- Administrative Assistant

Advanced Studies is housed within the Learning & Teaching division of CMS and has been paired with the Exceptional Children department. The Executive Director of Exceptional Children & Advanced Studies is also committed to obtaining AIG licensure, providing an additional layer of expertise, support, and advocacy.

Advanced Studies supports K-12 AIG identification and programming, Cambridge, Advanced Placement (AP), International Baccalaureate (IB), Montessori programming, AVID, and virtual learning.

* **Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan.

Elementary and Secondary Curriculum Instructional Specialists, AIG & TD District Lead Teachers, AIG Compliance Specialists, and Advanced Studies Specialists are required to be AIG-licensed and lead various AIG and advanced programming at the district level. They frequently collaborate with school-based personnel to ensure ongoing support is provided and capacity is built.

An AIG-licensed AIG Teacher is provided to every elementary school. AIG Teachers are responsible for leading implementation of gifted programming. They provide gifted services for AIG students while building the capacity of classroom teachers to differentiate and meet the needs of gifted and advanced learners. The core components of the NEAT framework are collaboration, communication, professional development, compliance, instruction, and planning. AIG Teachers serve no more than 2 elementary schools. Several elementary principals conduct position exchanges to create full-time AIG Teacher positions to serve AIG and advanced learners.

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

AIG-licensed educators are hired and placed by Advanced Studies in the Horizons full-day program for grades 3-5 to teach highly gifted students.

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

Designated AIG contacts at the middle and high school level receive ongoing training and support from Specialists within Advanced Studies. IB Coordinators are also provided to CMS middle and high school IB schools. At our elementary IB schools, principals designate a teacher leader to also serve in the capacity of the IB Coordinator role. We will continue to advocate for a designated Elementary PYP IB Coordinator position for each IB elementary school.

Consistent opportunities are provided for teachers, master teachers, and administrators to collaborate with AIG-licensed specialists and lead teachers through professional development.

Regular professional development is provided for AIG Teachers, IB Coordinators, collaboration with AP teachers and AP Lead Teachers, and direct support is provided to individual schools. These opportunities for collaboration and professional development directly target work that addresses the academic, intellectual, social, and emotional needs of gifted and advanced learners.

*** Practice C**

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

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

AIG Teachers are required to obtain an NC AIG licensure within three years of assuming the role. LI/TD Coordinators are also required to be AIG-licensed. Both AIG Teachers and LI/TD Coordinators are required to engage in professional learning sessions throughout the school year directly aligned to their roles. These professional learning opportunities are essential in building and maintain strong advanced programming at schools.

Teachers at our 6 LI/TD magnet schools are strongly encouraged to obtain their AIG license. When approved by the district, the staffs at all LI/TD magnet schools participate in the "LI/TD 4E Experience." This event occurs to unite the schools with the theme, collaborate with one another, and learn best practices for instructing gifted and advanced learners and nurturing academic potential.

Other specialized professional learning opportunities occur to ensure students are being consistently nurtured and appropriately challenged within the theme. We have engaged our LI/TD schools in LI/TD Walks to learn from one another and encourage the deepening of theme implementation across our district. All LI/TD Coordinators and AIG Teachers at LI/TD school are Trained Trainers in Thinking Maps. Every teacher at a LI/TD magnet school is trained in the use of Thinking Maps. Teachers are trained in the shared inquiry approach and receive ongoing professional development through their LI/TD Coordinator and AIG Teacher. A list of Trained Trainers of Thinking Maps is maintained at the district level.

Teachers of the Horizons program in grades 3-5 are also required to be AIG-licensed to meet the unique academic, social, and emotional needs of highly gifted learners. Consistent professional learning opportunities will be provided for Horizons teachers to strengthen programming and student support. Sessions will center around social-emotional learning and support, intentional integration of gifted strategies, and advanced resources.

Opportunities for collaboration and professional development for LI/TD Teachers and AIG Teachers are provided throughout the year.

Middle and high school AIG contacts are provided with ongoing, relevant professional development to support them with advanced learning in their schools.

We continue to work to increase the number of AIG-licensed educators, particularly at the secondary level and encourage teachers and instructional leaders to obtain AIG licensure.

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

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

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

IB Coordinators are required to engage in professional development through International Baccalaureate Organization (IBO) and Principals at IB schools receive Head of Schools training to support strong implementation of IB programming. IBO has developed specific training requirements for educators teaching in the Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and Career-related Programme (CP). Trainings are required for schools to maintain authorization as IB sites.

We have developed opportunities for principals and building leaders to engage in professional development and collaboration that supports the implementation of the NEAT framework. Additional opportunities for counselors, EC teachers, and secondary administrators will be provided.

We continue to establish model sites that fully embody the NEAT framework and best practices in gifted education. Teams of teachers and administrators visit the site to engage in job-embedded professional development and see co-teaching, collaborative planning, and rigorous instruction taking place at high levels. We would like to establish more model sites throughout the district as we deepen the implementation of the NEAT framework at the elementary level. We also have a goal of establishing model sites for best practices in gifted education at the secondary level.

*** Practice D**

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

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

Teachers with AIG clusters within their classrooms are provided professional development through Advanced Studies and are encouraged to pursue AIG licensure. Teachers with gifted clusters often co-teach with AIG-licensed AIG Teachers and engage in collaborative planning sessions to plan instruction. AIG Teachers are also encouraged to provide guidance and information to administrators regarding cluster grouping and the current performance of AIG students. AIG Teachers are encouraged to monitor and share academic performance, motivation, and social and emotional development.

The Elementary AIG Team has developed a year-long, competency-based professional learning series for classroom teachers called giftED. This unique PD opportunity provides teachers with the skills and knowledge they need to effectively serve gifted and advanced learners within their classroom setting. Sessions are led by AIG Teachers and can occur in an in-person, virtual, or blended format. AIG Teachers often partner with other AIG Teachers to offer giftED to teachers at multiple schools. The Elementary Curriculum Instructional Specialist and AIG & TD District Lead Teacher also offer giftED to teachers at schools who may not be offering the opportunity to ensure increased access to high-quality professional learning for those who are interested. Participation data is tracked yearly. New sessions will be developed to continue to build capacity with classroom teachers. Participation in giftED, coupled with classroom experience, may also prepare classroom teachers to take the Praxis exam if they wish to pursue an alternative pathway to licensure.

Advanced Studies Specialists and our Secondary Curriculum Instructional Specialist have developed a competency-based professional learning series called DREAM. DREAM stands for Developing Rigor for Educating Advanced Minds. DREAM is offered multiple times throughout the year and is open to middle school teachers. DREAM immerses middle school educators in best practices in gifted education and provides them with strategies to challenge and engage gifted and advanced learners

We plan to build a high school competency-based professional learning series to further build capacity in high school teachers, as well.

Having local endorsements for each level will help us build teacher capacity to ensure the needs of AIG learners are consistently met. Participation in local endorsement opportunities might also inspire and encourage more teachers to pursue AIG licensure.

*** Practice E**

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

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

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

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

- district-wide teacher newsletter
- district-wide instructional leader newsletter
- principal memo system
- Advanced Studies in Action! department newsletter
- Advanced Studies social media
- Advanced Studies website
- AIG Teacher listserv
- Principals at Title 1 schools
- NCAGT Facebook group
- institutes of higher education
- LinkedIn

We also develop screencasts, Google Slides presentations and visually appealing graphics that are shared with schools to help promote opportunities through our department. We host annual informational sessions called "Let's Talk TD!" to build awareness around the service delivery model, AIG Teacher role, and the possibilities of being in a specialized role.

All new AIG Teachers and LI/TD Coordinators are paired with an experienced AIG Teacher or LI/TD Coordinator as a mentor. AIG Teachers and LI/TD Coordinators are heavily invested in ongoing coaching, personalized support, and professional development, which aids in retention. They are provided with relevant, timely professional development in all aspects of their role, including compliance, identification, screening, instruction, and programming through monthly sessions for new AIG Teachers. Additionally, we have committed funding to ensure all new AIG Teachers are able to attend the NCAGT's annual conference.

Our efforts have resulted in strong teacher retention over the past few years. AIG Teachers and LI/TD Coordinators receive exceptional ongoing support from our Elementary AIG Team. They are developed professionally through specialized trainings. We also provide them with leadership opportunities throughout the year. They are leaders within their schools and have opportunities to become leaders within the department, as well. Leadership opportunities include serving as an AIG mentor, leading PD sessions, and participating in specialized training opportunities. For example, we recently funded a cohort of AIG Teachers to become Trained Trainers in Depth and Complexity.

We also celebrate individuals who complete our local endorsements to acknowledge their commitment to gifted education. They are awarded CEUs and a certificate and are recognized in a celebration. Additionally, their names are posted on our department website and they receive a digital badge that may be included in their email signature. They are also recognized through our department newsletter and districtwide communications. We maintain communication with these individuals through our department monthly newsletter and other opportunities to encourage their continued involvement with advocacy for gifted learners.

Diverse Educators Empowering Gifted Students (DEEGS) has also been established to bring educators of diverse backgrounds together to learn more about advocacy for underrepresented populations, and strategies for identifying and serving students through advanced programming.

*** Practice F**

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

The district is focused on ensuring equitable outcomes for all students. Advanced Studies Specialists, Curriculum Instructional Specialists, and the District Lead Teacher consistently collaborate both within and across multiple departments in CMS. They contribute to the design of professional development for Instructional Leaders in both reading and math. Members of Advanced Studies have also engaged with Equal Opportunity Schools (EOS), which is focused on expanding access and opportunity for students at the secondary level and increasing the number of students from underrepresented groups enrolled in advanced courses.

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

Professional learning for AIG Teachers and LI/TD Coordinators consistently focuses on challenging mindsets and changing practices to be more inclusive and responsive to student needs. Over the past 6 years, the Elementary AIG Team has worked to redefine and communicate expectations around elementary advanced programming. Both identification practices and the service model embrace equity and expanding access to reach more students and realize excellence in gifted education. The giftedED Professional Learning Series includes sessions on recognizing gifts and talents in diverse learners and strategies for meeting the academic, social, and emotional needs of underrepresented students, and special populations, such as twice-exceptional and culturally and linguistically diverse.

At the secondary level, AP Leads work to provide content-specific mentoring and content expertise to AP teachers across the district. They lead collaborative work geared toward strengthening AP instruction at all schools, meeting the needs of diverse learners, and increasing AP test scores throughout CMS for all

subgroups of students. The AP Leads work to ensure teachers of AP courses shift the mindset of AP being for only a select few students to the benefit enrolling in an AP course has for all students in preparing them for college and success beyond high school. AP Coordinators also work with content specialists and advanced studies specialists to align resources and PD for AP teachers in the district.

D.R.E.A.M. also provides middle school teachers with opportunities to learn more about identifying and serving AIG and advanced learners appropriately. Specific work is geared towards strategies for appropriately serving underrepresented populations and ensuring high expectations and outcomes for all.

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

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

*** Practice G**

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

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

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

Speakers and trainers are brought in to support instructional practices and advanced curricular resources purchased by the district. These opportunities are provided for AIG Teachers, classroom teachers, administrators, and other relevant stakeholders. Advanced Studies also works to provide AIG Teachers, Horizons teachers, classroom teachers, and administrators the opportunity to attend state, national, and content-specific training. Training and conferences often attended include North Carolina Association for the Gifted and Talented (NCAGT), National Association for Gifted Children (NAGC), William and Mary training, trainings provided by North Carolina universities, College Board events, AVID Summer Institute, AP Summer Institute, IB specific trainings, Vanderbilt University, and Magnet Schools of America (MSA). Specialists from other departments within CMS, such as Learning and Teaching, Exceptional Children, and Learning and Language Acquisition are often included in these opportunities, as well. This enhances cross-departmental collaboration and alignment between our team's work and other district initiatives.

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

practices for working with a diverse group of learners.

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

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

Summer extended employment opportunities allow educators to build supporting documents and professional development sessions that align district curriculum and initiatives to the curriculum and instructional methodology designed to meet the needs of gifted and advanced learners. Additionally, our team's AIG-licensed Specialists and Lead Teachers work collaboratively with various departments in CMS, including, Exceptional Children, Language and Learning Acquisition, and Content Specialists to ensure gifted and advanced programming is integrated into other department and district initiatives. At the elementary level, the Elementary AIG Team has worked to integrate the NEAT framework into other specialized programs, including IB, AVID, Montessori, and Language Immersion.

A focus throughout the CMS 2028 AIG Plan will be the creation of a CMS 2E Task Force. The 2E Task Force brings school-based and district personnel from both Advanced Studies and Exceptional Children together to develop resources and professional development to specifically support the success of twice-exceptional learners.

*** Ideas for Strengthening the Standard**

- Increase the number of secondary educators who are AIG-licensed.
- increase the number of AIG licensed or endorsed educators in CMS.
- Design and deliver specific professional development for school-based staff focused on social and emotional needs as well as transitioning students from grades 5-6 and 8-9.
- Create varied resources for teachers and administrators communicating best practices for gifted and advanced students.
- Increase opportunities for professional learning for school-based members, including classroom and subject area teachers.
- Provide specific professional learning for Honors teachers at the secondary level.
- Expand giftED Professional Learning Series to be recognized as a local AIG endorsement.
- Develop a high school local AIG endorsement.
- Expand opportunities for administrators to attend professional development that supports best practices for gifted and advanced learners
- Leverage model sites across all levels for job-embedded professional development.
- Develop 2E Task Force to ensure specialized support for twice exceptional students.

Planned Sources of Evidence

* professional development calendars	
* AIG licensure reports	
* professional development course descriptions	
* professional development archives and feedback	
* curriculum training resources and feedback	
* documentation from conferences outside of CMS	
* AIG cohort documentation, applications, and interest forms	
* Google Drive folders used for resource sharing	
* Agendas and minutes from collaborative meetings	
* products created and revised by work groups	
* professional development needs and requests	
* technology platforms used for collaboration	
* use of gifted curricular resources and strategies	
* principalED participation data	
* participation data for local endorsement series	
* survey and focus group feedback from stakeholders	

Documents		
Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	

Standard 5: Partnerships

Charlotte-Mecklenburg Schools (600) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

Communication and partnerships with parents and guardians of AIG students are essential.

Advanced Studies partners with parents/guardians to provide multiple large-scale events and opportunities throughout the year. Mathapalooza is a fun math event for district 3rd graders and an annual staple. Reading Rumble is a literacy-based competition for students in grades 2-5. Spectrum of the Arts is offered each summer for students who are creatively talented in the arts.

We have hosted a conference for parents of gifted learners in the past and have plans to bring back that opportunity. Additionally, we will plan to host virtual parent sessions that focus on academic enrichment and meeting the academic, social, and emotional needs of gifted learners. We will also partner with the Family Engagement department to offer 'lunch & learn' sessions and other opportunities for families to learn more about programming and opportunities for gifted and advanced learners.

As mentioned in Standard 1, schools are required to host annual DEP meetings to share how the academic, social/emotional and intellectual needs of students will be met.

At the district level, we offer family sessions to learn more about Credit by Demonstrated Mastery and the World Language High Fliers program.

CMS utilizes Parent Square as a system-wide communication platform. Schools and district departments can utilize it to share information, events, and opportunities with families. Schools communicate regularly with parents regarding services and opportunities for gifted and advanced students. There is an opportunity for additional district-level communication with parents/guardians and we will leverage Parent Square to connect with families.

The district also utilizes Let's Talk! to build trust, facilitate effective communication, and provide superior customer service. Parents/guardians and community members can communicate with our department and ask questions, give compliments, share concerns, and provide feedback regarding AIG programming and services.

Feedback from parents and guardians indicates that these partnership opportunities are valued and there is a desire for more events and more opportunities to engage. Parents were involved in the revision of the AIG Plan as part of the AIG Advisory Group and through survey feedback.

*** Practice B**

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

Developing strategic partnerships with community stakeholders to enhance and support the local AIG program is an area of growth for Advanced Studies. We have established some partnerships, but would like to expand our partnerships.

Our relationship with local institutes of higher education, such as the University of North Carolina at Charlotte (UNCC), Queens University, and Johnson C. Smith University is strong. We partner with UNCC to establish cohorts of CMS educators to obtain their AIG licensure through coursework. In the past, we have also been able to utilize university facilities to host different events for both students and families, including college visits for AVID students, professional development sessions, and a conference for families.

We maintain strong relationships and open communication with all of our vendors, including Cambridge, International Baccalaureate Organization (IBO), the College Board, AVID, Thinking Maps, etc.. These partners provide specialized support to enhance the specialized programming options we provide for students. They are highly responsive to our district needs and will participate in learning walks and offer feedback on program implementation, participate in data analysis, and help developing cross-walks and other high quality resources to support the integration of specialized programming within the total school community.

Investing in the professional growth of educators is a priority for our department. Each year, Advanced Studies provides funding for all first-year AIG Teachers to attend the annual North Carolina Association for Gifted and Talented (NCAGT) Conference, whether virtual or in-person, to cultivate their professional growth and build their capacity. Information from NCAGT is shared widely, including mini-grants, awards, and other professional learning opportunities.

We solicit high school student volunteers to support events, such as Mathapalooza and Reading Rumble. We frequently partner with IB schools and include opportunities for students to earn CAS hours. We would like to provide more frequent leadership and volunteer opportunities to involve high school students.

A team from our district has participated in the Talent Unleashed grant through Z. Smith Reynolds. The opportunity allowed us to collaborate with educators from other districts and learn from experts in gifted education to inspire changes in our practices.

Renowned researchers in the field of gifted education often seek to partner with our district to learn more about the impact of identification practices. We recently participated in a research study through Duke University where researchers visited elementary, middle, and high schools in CMS to see gifted education in practice and meet with 6th-12th graders in focus groups. Information gleaned from this study was used to drive improvements in our AIG Plan.

Advanced Studies works closely with the Co-curricular department to provide enrichment opportunities and co-curriculars to gifted and advanced learners, including Math Olympiads.

We are committed to seek out other grants to support gifted and advanced learners and nurturing academic talent in students. In the past we have applied for Javits grants to enhance our advanced programming.

LI/TD schools work closely with community stakeholders and organizations to support their implementation of enrichment electives. Parent and businesses support these schools, as well, with materials and time.

Establishing meaningful partnerships continues to be a priority in this three-year plan, and we wil continue to seek additional partnerships to support specialized programming.

*** Practice C**

Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of

the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.

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

The group includes representatives of the following stakeholder groups:

- Elementary, middle, and high school administrators
- AP Teachers
- LI/TD and IB coordinators
- AIG contacts
- AIG Teachers
- Elementary, middle, and high school classroom teachers
- School Performance Areas- elementary, middle & high
- Exceptional Children Directors
- Multilingual Learner Directors
- Advanced Studies Specialists
- Parents
- District Leaders
- Community members
- Partnership representatives
- Instructional content specialists

During the revision year, the AIG Advisory Group meets monthly to discuss progress updates on plan implementation, engage in deep dives on each of the six NC AIG Program Standards, share current district practices, analyze relevant programming and identification data, and provide feedback on proposed enhancements. Feedback is captured during and after each session to ensure all voices are heard and multiple perspectives are considered. Sessions are led by the Director of Advanced Studies and Specialists and Lead Teachers within Advanced Studies.

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

* Practice D

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

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

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

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

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

AIG Teachers and AIG contacts provide regular communication, including emails, newsletters, and phone calls, with parents regarding AIG plan components such as AIG identification, Differentiated Education Plans (DEPs), and opportunities to participate in school and district events. Schools are required to host DEP meetings annually to review the services provided for students within the school setting. School-based staff members also host and participate in events to boost awareness around advanced offerings, programming, and opportunities.

An opportunity to increase clear communication with parents has been identified through stakeholder feedback. Parent resource documents for gifted identification and services will be revised to ensure clarity. Additional video resources will be created to explain plan components for parents. This will ensure access to clear information about the gifted identification process along with the services and opportunities provided for gifted and advanced learners.

We would like to collaborate with the CMS Family and Community Engagement team to offer additional sessions for families to learn more about advanced programming options.

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

The Advanced Studies team also attends district-wide events that bring families together, including School Choice Fairs, registration events, and Open Houses. This provides us with additional opportunities to interact with families and share information about our programming and provide individualized support.

Our department has hosted an in-person conference for families in the past and would like to bring back this event. this event provided opportunities for K-12 families to lean more about advanced programming, ways to support their children at home, and how to support social-emotional needs.

* Ideas for Strengthening the Standard

- Increase the number of events and opportunities for families of gifted learners
- Ensure website is current.
- Maintain strong presence on social media channels.
- Schedule a combination of virtual and in-person AIG Advisory Group meetings.

Planned Sources of Evidence

* CMS AIG Advisory Group sessions & materials

* CMS AIG Advisory Group sign in sheets

* Calendar of CMS AIG Advisory Group meetings

*	DEP Meeting documentation and sign in sheets	
*	Flyers from events	
*	Agendas and slides from events	
*	Feedback forms	
*	Communication material and log	
*	Website	
*	Partner directory	
*	Vendor directory	

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

Standard 6: Program Accountability

Charlotte-Mecklenburg Schools (600) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 6: Program Accountability

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

* Practice A

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

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

During the revision year, the CMS AIG Advisory Group met monthly to collaborate on the AIG Plan. Meetings occurred virtually and in person. Meetings were planned and facilitated by the Director of Advanced Studies and members of the Advanced Studies team. A comprehensive progress update on the CMS 2025 AIG Plan was provided at the first meeting so stakeholders could gain context and learn what was in place. Were we working towards our goals? Did we do what we said we were going to do? Relevant data was also shared.

Subsequent meetings focused on a deep dive into each of the NC AIG Program Standards. Current CMS practices were shared for how we meet the standards and practices. Advisory Group members received access to data around identification and programming to assess impact. Time for discussion and collaboration was consistently built into each session with feedback captured. Advanced Studies members also used the time to share proposed revisions and enhancements for the CMS 2028 AIG Plan and gathered stakeholder feedback.

Meetings were engaging and collaborative in nature. Questions, comments, ideas and feedback were encouraged. The Director of Advanced Studies provided a written summary to all group members after the meeting and solicited feedback via collaborative Google Docs or Padlets from members who could not be in attendance. Members also emailed the Director directly with ideas and input.

AIG Plan revisions and information from the AIG Advisory Group were consistent agenda items for Advanced Studies team meetings during the 2024-2025 school year.

The Director of Advanced Studies developed the written local AIG Plan and solicited feedback, edits, and revisions from various stakeholders. This feedback ensured that practices were consistently captured as well as revisions and enhancements to improve programming and ensure the work continues to evolve.

The AIG Plan was shared with Executive Staff and Cabinet ahead of sharing it with the CMS Board of Education. Board of Education approval of the Plan was received before submitting it to the DPI and State Board of Education for review and comment.

* Practice B

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

AIG program components.

Overarching goals associated with the local AIG program and plan in accordance with current legislation and state policies are monitored at the district level. Advanced Studies ensures identification, compliance, programming support, professional development, and supplemental curriculum are closely monitored through electronic documentation, audits, inventories, and survey feedback. In addition, multiple data points, including growth, student performance, and stakeholder feedback are analyzed for all programs and levels K-12.

An Implementation Tool for the NEAT framework has been developed to aid AIG Teachers and administrators in creating goals and working toward continuous improvement. The tool incorporates all essential components of the NEAT framework, allowing school teams to identify their current strengths and areas of growth. An Implementation Tool for LI/TD magnet schools has also been developed to increase integrity within the magnet theme. These tools promote communication and collaboration among AIG Teachers, LI/TD Coordinators, Principals, and other school-based stakeholders. Each school's completed Implementation Tools are submitted to the Elementary AIG Team to allow for targeted professional development and support. AIG Insights will also allow elementary and K-8 principals to analyze AIG programming data and reflect on structures, systems, and practices within their school. Other structures have been put in place to increase integrity with advanced elementary programming. Each year, robust guidance for scheduling for AIG Teachers and LI/TD Coordinators is shared and the Elementary AIG Team provides individualized feedback on schedules to ensure adherence to expectations. Drop-ins occur throughout the school year to provide instructional feedback to AIG Teachers and LI/TD Coordinators.

Observational data and student performance data are monitored through implementation tools for advanced learning opportunities, such as AP, Cambridge, IB, Honors, and AVID. District specialists collaborate with school teams to monitor goals and make adjustments. IB Learning Walks occur with specific look fors connected to IB programming to ensure integrity with implementation.

LI/TD Learning Walks occur with specific theme-based look-fors. Feedback is provided to school leadership, including the principal, LI/TD Magnet Coordinator, and AIG Teacher.

All high school Honors course were evaluated this year using the Evaluation Tool provided through NCDPI. We plan to evaluate all middle school Honors courses next. This important work will ensure consistency in Honors-level experiences districtwide to appropriately challenge and engage students. An opportunity exists in partnering with appropriate departments to collect data and monitor program implementation in Cambridge, AP, Honors, and AVID. This data will be used, in conjunction with other data points, to monitor the integrity and fidelity of specialized programming.

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

* Practice C

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

Advanced Studies uses funds allotted for the local AIG program to support all goals, initiatives, and programs stated in the AIG Plan. Each year, a strategic budget is developed to support the goals of the AIG Plan. The Plan goals and budget are aligned to the needs of gifted and advanced learners throughout the district. Data and feedback are used to prioritize specific goals and needs each year. The annual budget development process occurs in partnership with the Executive Director of Exceptional Children, Director of Advanced Studies, and Budget Assistant. The proposed budget and budget requests for additional local funding to support AIG plan goals are reviewed and approved by Cabinet.

The Director of Advanced Studies and Budget Assistant collaborate during weekly meetings to ensure funds are used appropriately in accordance with the strategic budget and the goals and priorities of the CMS AIG Plan. The budget is closely monitored to ensure quality programming.

Clear processes have been developed for Specialist & Lead Teachers in Advanced Studies to request materials, resources, and professional development opportunities to support gifted identification and advanced programming. There are also district and department processes for attending professional

development that are closely adhered to.

People, resources, and professional development are priorities of the AIG budget. Extended employment opportunities are provided to build programming supports and resources that have districtwide impact. For example, giftedED, Single Subject Acceleration, and YET University were developed by a team of AIG Teachers engaging in extended employment opportunities.

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

We will continue to seek out additional funding sources and community partnerships to further support the goals of our local AIG Plan and directly benefit our AIG and advanced learners.

*** Practice D**

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

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

The Navigator Portal also includes a report with early warning indicators for students at risk of dropping out and/or being retained. The report can be filtered for AIG-identified students and other demographic data. This report is used to provide targeted support for students that aligns with their needs. School-based staff, including AIG Teachers, are provided with relevant professional development on the use of data including EVAAS, iReady, benchmark results, and EOGs and EOCs. SIDI Specialists deliver professional development to explain how to access, use, analyze, and interpret the various data collected on students.

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

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

*** Practice E**

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

Research and ongoing collection and analysis of data has brought forth intentional changes in AIG identification. The identification process utilizes multiple criteria (achievement, aptitude, rating scales, and portfolio) to determine eligibility for gifted identification. An automated process has been developed for each elementary school that imports assessment data to an identification organizer in Google Sheets. Using advanced formulas, each school-specific tracker features a comprehensive data dashboard that breaks down identification data in multiple ways:

- Total school population and percentage breakdowns
- Number and percentage of students identifying as AIG
- Percentage of AIG population by race and demographic categories
- Identification numbers for each AIG label (AI, AG, AR, AM, IG)
- Impact analysis of each screening assessment, broken - Impact analysis of the portfolio opportunity and opportunity pathways

Referral and Results Forms document testing and results for gifted identification and are required to code a student as gifted in our district's student information system.

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

Advanced Studies monitors data and makes intentional, strategic moves to address the identification and support of underrepresented students.

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

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

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

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

As mentioned previously, targeted collaborative work to support twice exceptional learners will begin in partnership with the Exceptional Children team. There has been an increase in the number of students with more than one exceptionality and we must be responsive to ensure their unique academic, intellectual, and social emotional needs are being adequately met. The 2E Task Force will develop strategies and resources for effectively serving twice-exceptional students, create tailored educational experiences that leverage student strengths while addressing their challenges, provide professional development for teachers to better understand and support 2E learners, and foster collaboration among educators

across the district to ensure a holistic approach to these students' academic, intellectual, social, and emotional needs.

The inclusive nature of our programming at the elementary level increases access to students who may not identify as AIG in any capacity but demonstrate high levels of performance or the potential to perform. Services go beyond the AIG label and are provided based on demonstrated need. We have also begun to collect NEAT framework participation data to capture who is being served at each elementary school- AIG-identified and other advanced learners. This will

allow us to provide individualized coaching and support to schools that may not be expanding access beyond AIG. Beginning in the 2025-2026 school year, schools will have access to a data dashboard where they can track demographics of AIG students. The data dashboard will also allow them to utilize achievement data to strategically target other students for access to advanced learning opportunities. Additionally, a services dashboard has been developed and included in each elementary identification organizer where AIG and achievement data at the building level is used to identify students for advanced learning opportunities regardless of AIG identification status. This innovative approach allows schools to select local norming benchmarks (top 10%, 15%, 20%) and/or percentile cutoffs (85th, 77th, etc.) to ensure consideration of high-achieving students for AIG services and/or nurturing, even when they are not formally identified as AIG. This data-driven method creates multiple pathways to access advanced learning opportunities and helps address representation gaps.

*** Practice F**

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

The Director of Advanced Studies works each fall and spring to complete an audit of positions funded through the department to ensure expected credentials are obtained or are being appropriately pursued. Teachers who are working to obtain AIG licensure are supported and timelines of licensure obtainment are monitored. Advanced Studies screens, hires, and places AIG Teachers, LI/TD Magnet Coordinators, and Horizons teachers to serve AIG and advanced learners across the district. The team collaborates with school administrators to place personnel in schools to serve AIG learners.

The Director of Advanced Studies has partnered with Human Resources to maintain a current list of all AIG-licensed staff throughout the district. We continue to work to increase the number of AIG-licensed staff, particularly at the secondary level, to build capacity. AIG licensure applicants and candidates are also tracked. We also maintain a list of CMS educators who have sought reimbursement for earning AIG licensure through the Gifted Education Praxis pathway.

Schools are provided with lists of AIG-licensed educators at their schools to build awareness and encourage building leaders to tap into their expertise for the betterment of advanced learning within their schools.

Advanced Studies also engages AIG-licensed staff throughout the district that are not in positions to directly serve gifted students in an effort to provide them with opportunities to advocate and impact AIG learners in their current roles. For example, AIG-licensed educators have been asked to evaluate Honors courses, participate in the AIG Advisory Group, and engage in extended employment opportunities.

*** Practice G**

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

Informal feedback is gained from students, parents/guardians, teachers, and other stakeholders regarding the implementation and effectiveness of the AIG program on a regular basis. Informal feedback is gathered through district leadership and department meetings, school-based meetings and DEPs, district and school parent events, and individual meetings with teachers, parents, and administrators. Feedback is captured via Google Forms, on collaborative Google Docs, Padlets, and meeting notes.

The AIG Advisory Group gathers in-depth feedback from an increased number of diverse perspectives. Additional large-scale formal feedback opportunities need to be offered on a regular basis. Clear and frequent communication is a key component of our goals for the next three years. We will seek feedback annually from students, parents/guardians, teachers, and other stakeholders. This will provide information on progress toward AIG plan goals and guidance for the AIG Advisory Group in adapting implementation of the AIG Plan goals.

The district has integrated the Let's Talk! platform into the website. This provides families and community members to provide our department with feedback, concerns, and compliments regarding AIG programming and identification.

Our school-based personnel regularly receive feedback. Moving forward, we will encourage our AIG Teacher and AIG contacts to provide annual surveys to families to gather feedback on school-level of implementation of gifted and advanced programming.

Future plans include the establishment of an AIG parent focus group to provide a K-12 AIG parent perspective and feedback to evaluate progress on AIG Plan goals and plan for continuous improvement. This can work in tandem with the EC Parent Advisory that has already been established at the district level.

We would also like to form program-specific parent advisory groups, such as IB and LI/TD to gauge feedback and drive program enhancements. We also plan to conduct focus groups to capture student voice (elementary, middle, and high) and administrator voice in order to drive program improvements.

*** Practice H**

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

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

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

*** Practice I**

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

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

☐ Click here to remove the table and use only the narrative field.

Process	Procedure

Informed consent for identification	<p>* Informed consent for identification and services is provided through the required AIG Referral and Results Form. This form requires a parent or guardian's signature for the student to be screened for identification and provided services if they are identified. The following statement is included as a part of the form: <i>I give permission for my child to be screened to determine eligibility for gifted identification. As a result of this screening, if my child meets the district's criteria for gifted identification, I agree to have him/her coded as gifted in the district's student information system and receive gifted services.</i></p> <p>Forms and letters used for informed consent and communication of the screening process are available in the five major languages within the district. The revised AIG Referral and Results Form and all identification process letters will be translated into multiple languages so that they are available to all schools to provide informed consent in the students' native language. AIG Site-Based committees will be instructed to reach out to the AIG Compliance Specialist if there is a need for the Referral and Results Form and letters to be translated into additional languages.</p>
Informed consent for placement	<p>* Informed consent for identification and services is provided through the required AIG Referral and Results Form. This form requires a parent or guardian's signature for the student to be screened for identification and provided services if they are identified. The following statement is included as a part of the form: <i>I give permission for my child to be screened to determine eligibility for gifted identification. As a result of this screening, if my child meets the district's criteria for gifted identification, I agree to have him/her coded as gifted in the district's student information system and receive gifted services.</i></p> <p>Forms and letters used for informed consent and communication of the screening process are available in the five major languages within the district. The revised AIG Referral and Results Form and all identification process letters will be translated into multiple languages so that they are available to all schools to provide informed consent in the students' native language. AIG Site-Based committees will be instructed to reach out to the AIG Compliance Specialist if there is a need for the Referral and Results Form and letters to be translated into additional languages.</p>
Transfer procedures	<p>* CMS has reciprocity for gifted identification for students who transfer from other LEAs. If testing results from another North Carolina (NC) Local Education Agency (LEA) led to student being identified as gifted in any capacity (AI, AG, IG, AR, AM), gifted identification will remain the same in CMS with no further testing required. If identification label does not transfer through the student information system, a parent or guardian signature will be required on an AIG Referral and Results Form to ensure informed consent and proper coding. If a student was identified as gifted in any capacity (AI, AG, IG, AR, AM) in a school district or LEA outside of North Carolina, gifted identification will remain the same in CMS with no further testing required. Documentation must be provided and may consist of an official score report(s), educational record, and/or official letter from school or district to show the student was identified as gifted. The AIG Teacher or AIG contact will complete the top portion of an AIG Referral and Results Form and obtain a parent or guardian signature to ensure informed consent and proper coding in the student information system.</p>

Reassessment procedures	<p>* All decisions for testing for gifted identification outside of the districtwide second grade screening process are made by AIG Site-Based Committees. Advanced Studies has developed a document outlining the rationale for screening/ rescreening to provide guidance to committees and they are encouraged to utilize both quantitative and qualitative data to make informed decisions. Students may be considered for rescreening through district testing after a period of at least 24 months has passed.</p> <p>Rationale for AIG Screening/ Rescreening: Unidentified CMS students in grades 3-12 may warrant rescreening for potential gifted identification and placement if they demonstrate one or more of the following traits and have not been assessed in the past 24 months by Advanced Studies.</p> <ul style="list-style-type: none"> - Students entering CMS after the initial second grade screening and performance is on at least grade level according to district grade-level assessments in both math and reading. - Student has earned a minimum of 4 points on our Gifted Identification Rubric through achievement testing (fall iReady, EOGs, or EOCs). - Student has been placed on a 504 or IEP with newly implemented testing accommodations and is now performing above grade level. - Student is recommended for testing by a School Counselor or another agency or individual working with them. <p>All decisions for rescreening are made at the school level and must be approved by the AIG Site-Based Committee.</p>
Procedures to resolve disagreement	<p>* The procedures to resolve disagreements are provided to parents and made publicly available on the Advanced Studies page of the district website. The approved procedures to resolve disagreements will be translated into the five major languages in the district to ensure the document is readily available as needed. AIG Teachers and AIG contacts are provided with information about the procedure to resolve disagreements. Guidance is shared around their role in the process and tips are shared for conducting AIG Site-Based Committee meetings to share identification process and results with families. Additional professional development around the updated process will be shared with relevant stakeholders.</p> <p>The procedure to resolve disagreements is as follows:</p> <div style="background-color: #e6f2ff; padding: 10px; margin: 10px 0;"> <p>Pursuant to N.C.G.S. § 115C - 150.7 (7) and § 150B, Article 3, the parent/guardian has the right to disagree with the following processes and services:</p> <ul style="list-style-type: none"> ▪ Identification of student ▪ Appropriate services for the gifted student </div> <p>Step 1:</p> <p>The parent/guardian makes a written request via email to the school's AIG Teacher and Principal for a conference with the AIG Site-Based Committee to discuss concerns regarding identification or services within 30 calendar days of receiving evaluation results. The school principal is notified of this concern.</p> <ul style="list-style-type: none"> ▪ A conference between the school and the parent/guardian must be scheduled within 15 calendar days of receipt of the written request from parents.

- The committee will share the identification process and the data and documentation used to support the decision at the conference.
- The school must document the meeting and record minutes.

Step 2:

If the concern/disagreement is not resolved at the school-based conference:

- The parent/guardian may appeal the decision by sending written notice via email to the Director of Advanced Studies within 14 calendar days of the AIG Site-Based Committee meeting.
- The Director of Advanced Studies will notify the school, the Assistant Superintendent of the School Performance Area, and the Executive Director of Exceptional Children of the appeal.
- The Director of Advanced Studies will schedule a conference within 15 calendar days of receiving the parents' notice of appeal. The conference must occur within 30 calendar days of receiving the notice of appeal unless the parents request an extension.
- The Director of Advanced Studies will review all documentation, including student data, and the parent/guardian's disagreement.
- At the conference, the Director of Advanced Studies will listen to the parents' concerns and reasons for disagreement with the district's decisions and answer questions.
- The Director of Advanced Studies will share their decision with the parents via email within 24 hours of the conference. The principal, Assistant Superintendent of the School Performance Area, and Executive Director of Exceptional Children will be copied on the email.

Step 3:

If the concern/disagreement is not resolved through a conference with the Director of Advanced Studies:

- The parent/guardian may appeal the decision by sending written notice via email to the Assistant Superintendent of the School Performance Area for their child's school and the Executive Director of Exceptional Children.
- Within 15 calendar days of receipt of the notice of appeal from the parents, the Assistant Superintendent of the School Performance Area and Executive Director of Exceptional Children will schedule a conference with the parents. The conference must occur within 30 calendar days of the receipt of the notice of appeal, unless the parents request an extension of time.
- The Assistant Superintendent of the School Performance Area and Executive Director of Exceptional Children will review all documentation and the parent/guardian's disagreement.
- At the conference, the Assistant Superintendent of the School Performance Area and Executive Director of Exceptional Children will listen to the parents' concerns and reasons for disagreement with the district's decisions, and answer questions.
- The Assistant Superintendent of the School Performance Area and the Executive Director of Exceptional Children will share their decision with the parents via email within 24 hours of the conference.

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Step 4:

If the concern/disagreement is not resolved at the meeting with the Associate Superintendent of the School Performance Area and the Executive Director of Exceptional Children:

- The parent/guardian may appeal the decision by making a written request via email for a meeting with the Superintendent of Schools (or his/her designee).
- At the meeting, the Superintendent (or his/her designee) will review the documentation of the disagreement and hear the parent/guardian's concerns.
- The Superintendent (or his/her designee) will notify the parent of his/her decision via email within fifteen school days after meeting with the parents.

Step 5:

If the parent/guardian disagrees with the Superintendent's decision, he/she may file for a State Mediation and, if appropriate, a State Due Process petition.

- State Mediation: Parent/guardian makes a written request for a State Resolution Meeting to the Director of Advanced Studies. Both CMS and the parent/guardian will agree upon an impartial mediator. A list of mediators will be sent to the parent/guardian to make his/her selection of mediator. CMS will notify the parent/guardian of the scheduled conference date within the required 15 school days due process timeline. Parent/guardians, school representatives, and impartial mediator will meet to discuss disagreements. The impartial mediator will make a determination using school and parent/guardian input. The mediator will develop a written agreement between parent/guardian if a resolution is reached. If the impartial mediation procedure fails to resolve the disagreement(s), the State Due Process procedure will be implemented.
- State Due Process: The parent/guardian files a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to the following: Whether the local school administrative unit improperly failed to identify the student as academically or intellectually gifted; and whether the local plan developed has been implemented appropriately with regard to the student. An Administrative Law Judge will review the case. His/her decision is final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

*** Ideas for Strengthening the Standard**

- Update Procedure to Resolve Disagreements to resolve disputes in a timely fashion.
- Partner with SIDI team to develop comprehensive districtwide AIG dashboard.
- Creation of AIG Data Dashboard for each school

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

Planned Sources of Evidence

* Creation of Advanced Studies Data Dashboard in partnership with SIDI team	
* Regular meetings with the AIG Advisory Group outside of plan revision years to monitor progress	
* Use data to provide targeted support for schools in finding and serving underrepresented students.	
* Implement identification procedures and monitor closely to ensure consistency.	
* Develop and implement a plan to successfully survey stakeholders on an annual basis.	
* Create additional opportunities for advocacy and impact for AIG-licensed staff who are not in positions to directly serve AIG learners.	
* Complete data analysis with AIG Advisory Group to ensure consistency in implementation of the plan and adapt plan implementation as needed based on feedback provided by stakeholders.	
* Develop focus groups to gain additional perspective and ongoing feedback to evaluate progress with goals from the CMS AIG Plan.	

Documents

Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	