

Cabarrus County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2013-2016

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

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

As LEAs continue to transform their AIG Programs to align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2013-2016. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2010-2013, Cabarrus County Schools local AIG plan is as follows:

Cabarrus County Schools Vision for local AIG program: Educators in Cabarrus County Schools believe that all Academically and/or Intellectually Gifted students must have educational experiences that are appropriate to meet their unique learning needs. We believe that these students regardless of family background, socioeconomic level, or gender should have their talents and gifts nurtured and developed to the fullest.

The responsibility of providing appropriate learning experiences for these students requires a strong partnership between the school system, parents, and the community. This partnership will enable Academically and/or Intellectually Gifted students to realize their gifts and talents, challenge and expand their knowledge base, and assist in the development of self-directed learners who are capable of becoming life-long learners and successful citizens of a globally competitive world.

Sources of funding for local AIG program (as of 2013)

| State Funding | Local Funding | Grant Funding | Other Funding |
|----------------------|----------------------|----------------------|----------------------|
| \$1494085.00 | \$65815.00 | \$0.00 | \$0.00 |

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Standard 1: Student Identification

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

Practice A

Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

This practice is a Maintained Practice for 2013-2016.

Rationale: Based on survey results, Cabarrus County seems to do a good job in this area. Teachers and parents are aware of the screening, referral, and identification processes through teacher training, on our website, and through a new parent brochure which is currently in production and will be available in all the schools.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Cabarrus County clearly articulates and disseminates clear, comprehensive, and equitable screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large. The AIG Program Team may be composed of classroom teacher representatives, a counselor, an administrator and an AIG teacher. The AIG teacher serves as chairperson of the team. This team meets to review the nomination forms and placement data, using multiple criteria. The student and parent receive copies of all forms and a letter that explains the placement data. If a student places into the AIG program, parents are then invited to a meeting that further explains the services. Our AIG plan is available for school personnel, parents, students, and the community online. A hard copy of the plan is also located at each school, as well as the county education center.

These processes are described on our website and in our new parent brochure which is currently in production and will be in all schools in the fall of 2013. These processes are also disseminated to regular education teachers each fall during the regular AIG training during staff meetings.

Planned Sources of Evidence: Student files
Survey results from all stakeholders
Gifted Education website

Other Comments:

Practice B

Employs multiple criteria for AIG student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional standardized measures that are based current theory and research.

This practice is a Maintained Practice for 2013-2016.

Rationale: In order to meet gifted student needs, the teachers of high ability students must enrich, extend and accelerate instruction in all content areas.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: CCS follows specific criteria for student identification. Recognizing and identifying students who may need differentiated services is a three-step process:

Step 1: Student search, nomination and data collection

Step 2: Academically and Intellectually Gifted Program Team review and recognition of needs.

Step 3: Placement in appropriate service delivery options that match identified needs.

In Cabarrus County Schools, search and identification is an on-going process with formal identification beginning in grade 3. Gifted education teachers will provide high quality enrichment activities in our LIFT (Core + Enrichment classes) to students in grades 1 and 2. Kindergarten teachers will have access to the gifted teacher via consultation and differentiated resources. Information collected will become part of the student's AIG portfolio and will be used throughout the process to determine appropriate services. Screening procedures and processes as well as a list of specific assessments used to determine aptitude and achievement are located on our website (www.cabarrus.k12.nc.us).

Placement Criteria for Identification Beginning in Grade 3 Using Multiple Pathways

Pathway 1

Aptitude

98% Total composite standardized aptitude test

Pathway 2

Aptitude

95% Total composite standardized aptitude test

or

90%+ Partial composite Score (Verbal, Non-verbal, Quantitative) standardized aptitude test

And

Achievement

85% Above grade level achievement test in reading and or math

or

93% End of Grade reading and or math achievement test or other standardized achievement test

And

Performance

90+ Semester or year average in reading and or math

or

Teacher Recommendation

Pathway 3

Aptitude

93% Total Composite

or

90%+ Partial Composite (Verbal, Non-verbal, Quantitative)

And

Achievement

85% Above grade level achievement test in reading and or math

or

93% End of Grade reading and or math achievement test or other standardized achievement test

And

Performance

90%+ semester or year average in reading and or math

or

Portfolio and Teacher Recommendation

Planned Sources of Evidence: Student files

Website

Multiple Criteria for Identification

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: Based on the self-assessment survey, few truly non-traditional standardized measures are used to place students from under-represented populations.

Ethnicity Data from April 2013 Headcount:

Total AIG in CCS = 4272 (14.4%)

American Indian= 7.6%

Asian= 27.5%
Black= 4.5%
Hispanic=4.5%
Multi= 11.5%
White= 19.2%

Goals: To identify traditionally under-represented populations.
To determine if standardized measures used are identifying under-represented populations.
To increase the awareness of general education classroom teachers on the stereotypes of gifted students and what to look for in a potential nominee.
To increase representation of under-served populations to more closely mirror LEA demographics.

Description: 2013-14—the AIG Coordinator will select a cadre of AIG teachers to develop training materials to address how to better meet the needs of gifted learners. Screening, stereotypes, nature and needs of gifted learners and how to design appropriate differentiated lessons will be the foundation for the training. All AIG teachers will be trained to deliver the training in Year 2. The outcome will be that we have teachers that have completed a minimum of gifted education training and that would provide them with a local credentials to teach gifted learners.

Year 2—AIG teachers will implement training at the school level. Teachers that complete the entire training will be awarded local credentials for gifted education. This is not AIG licensure, but will provide a base level of knowledge of how to better teach and meet the needs of gifted learners.

In addition, Project U Stars Plus resources will be utilized including the Teachers Observing Potential in Students Form. (TOPS) These resources provide teachers with a way to look for gifted behaviors that are independent of reading exposure at a very young age. It provides a way for students from underrepresented populations to be recognized for their questions and curiosity. Science is used as the primary platform for this work.

Planned Sources of Evidence: Measurement data disaggregated into subgroups
AIG headcount data disaggregated into subgroups
LEA headcount data disaggregated into subgroups
COGAT, OLSAT, NNAT, WIAT Data
TOPS forms
Teacher checklists/rating scales
Follow-up survey
AIG Headcount data
Project U Stars
DAP-IQ

Other Comments:

Practice D

Ensures consistency in implementation of screening, referral, and identification processes within the

LEA.

This practice is a Focused Practice for 2013-2016.

Rationale: Our self assessment indicates that we continue to have a need in the area of identifying under represented populations for gifted education.

Goals: Our goal will be to begin an aggressive Cultivating Potential Program that will give all students in grades K-2 access to activities that focus on higher level thinking skills.

We believe that increasing our intentionality in the early grades will increase our pool of nominees for consideration for gifted screening and possible gifted identification.

Description: Beginning in 2013-14 the AIG teacher will consult with the Kindergarten teacher beginning in the second semester. The regular education teacher will be trained on how to use the TOPS observation form to identify students that exhibit gifted behaviors. The AIG teacher will consult with the kindergarten teacher to identify students that might need additional resources for instructional differentiation in reading and or mathematics.

Beginning in 2013-14, the AIG teacher will provide Core + Thinking Skills/Enrichment classes to the 1st and 2nd grade classes. AIG teachers will incorporate activities using the Primary Thinking Skills curriculum, along with other supplemental materials that focus on thinking.

During the whole group enrichment lessons, the teacher will use the TOPS observation form to note gifted behaviors for individual students. Teachers of students that are consistently displaying gifted behaviors will begin to build a portfolio of work samples that can be presented to the AIG Program Team as a pool of candidates to be considered for gifted education screening in grade 3.

In grade 3, all students will have a chance to participate in a universal screening using the DAP-IQ assessment. This assessment has been found to provide a good correlation between intellectual development and academic intelligence. Students that score at the 85th percentile, will be placed in the pool of candidates to be considered for further testing.

In addition to the universal screener, the TOPS form, and the development of a portfolio will guide the AIG Program Team to make decisions regarding the need for further testing at this time. In some cases, the determination will be to continue observing the child and collecting additional data before proceeding with formal testing.

Planned Sources of Evidence: Teacher Schedules that reflect consultative times for kindergarten, classroom instruction times for 1st, 2nd and 3rd grade. Grades 4 and 5 will continue to provide resource AIG services for students that are identified. Average amount of time in resource AIG is 2 hours per week.

We will also gather data regarding the numbers of students that are in the nomination pool in 3rd grade.

Other Comments:

Practice E

Establishes written policies that safeguard the rights of AIG students and their parents/families, including informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

This practice is a Focused Practice for 2013-2016.

Rationale: The AIG policies and procedures contain the forms and letters for this standard. Self-assessment survey indicates this is a strong practice.

Goals: To protect the rights of gifted students

To communicate the processes and procedures to AIG students and their families

To develop forms that will document the procedure for identification, placement and service delivery options

Description: Written policies are in effect in CCS that safeguard the rights of AIG students and their families. Upon nomination and the decision of the AIG Program Team that further testing is necessary, parents receive a consent letter along with the policy for resolving disagreements. Parents are given advance notice of testing, per the AIG policies and procedures. A student who is enrolled in a gifted program in another school system may or may not qualify for continued placement in the AIG program in CCS. The AIG Program Team must review the evaluation material from the previous school system in order to determine eligibility for services in CCS.

Procedures are in place to resolve disagreements concerning screening, referral, identification, and services. These procedures are included in the parent notification regarding testing for gifted services.

Translators are available at the county level to contact parents of ELL students who are identified for AIG to explain the AIG services available to them.

Planned Sources of Evidence: Website

NWISSE Data

Student files

Procedures Document

Other Comments:

Practice F

Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG policies and procedures handbook contain the forms and letters for this standard. Self-assessment survey indicates this is a strong practice.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: AIG teachers at each school meet on a regular basis with the AIG Coordinator to review expectations regarding the identification process and options for students that are identified for the AIG Program.

Information regarding identification is available on the website and at the individual schools. The AIG Program Team at each school is trained on what to look for in the pool of candidates that are nominated for gifted services. If identification isn't recommended at the present time, then the student can be nominated for review each year or when new information is presented to the AIG Program Team for review. The DEP is reviewed annually at the parent information session that is held during the fall of each school year. Parents are given copies of the DEP as a part of the meeting. If a student requires significant differentiation, including grade acceleration, then an Individual DEP is written to address student needs.

Planned Sources of Evidence: Website
NCWISE/Powerschool Data
Student files
DEP
IDEP

Other Comments:

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The NC Common Core State and Essential Standards are the guiding documents for all instructional planning. Middle and high schools accelerate and enrich; elementary extends and enrich the CCSS according to the identified developmental and intellectual abilities of students.

Goals: This section does not need to be completed based on the chosen category of the practice.

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

At the elementary level curriculum is focused on process skills: research, communication, technology, critical thinking, and creative thinking that align with the Common Core State Standards (CCSS).

At the middle school level the E/LA and Math curricula are differentiated to meet the unique needs of AIG learners through acceleration and enrichment.

At the high school level teachers follow the Honors Blueprint and AP Common Core and Essential Standards.

Beginning in 2013-14, students in grades 6-12 will be able to request that they be considered to receive Credit by Demonstrated Mastery. This will require the student to demonstrate a deep understanding of content through the successful completion of a comprehensive assessment and an artifact. A school level team will review all of the evidence to determine if credit can be awarded. A Credit by Demonstrated Mastery Implementation Guide is being planned and will be available to LEAs in July 2013.

The NCDPI has developed an Instructional Resources Project (IRP) template that can help LEAs develop high quality rigorous curriculum to extend the Common Core State and Essential Standards. This template can be used at all levels.

Planned Sources of Evidence: The LEA AIG Service Delivery Plan for schools, pacing guides for ELA/Math, high school follows Honors Blueprint and CC & ES.

IRP Template
Credit by Demonstrated Mastery Documentation
School Curriculum Nights
AIG Parent Meetings
Guidance Counselors
AIG Professional Learning Communities
AIG/Regular Ed Collaboration

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: In order to meet gifted student needs, schools must enrich, extend and accelerate instruction in all content areas. Students in Cabarrus County Schools are provided with differentiated instructional opportunities based on a demonstrated need in reading and or math. Advanced content and access to independent learning experiences are encouraged at all levels.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: At the elementary level, curriculum is focused on process skills: research, communication, technology, critical thinking, and creative thinking that align with the Common Core Standards. Services are provided through a pull-out, enrichment program.

At the middle school level the E/LA and Math curricula are differentiated to meet the unique needs of AIG learners through acceleration and enrichment. Students are served through Math and E/LA classes specifically designed for AIG Students. The math curriculum is grades 6 and 7 is compacted so that student have access to Algebra I in 8th grade.

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

The IRP template will be used to help teachers plan rigorous, appropriate curriculum in all grade levels.

Planned Sources of Evidence: Elementary – Math 24, Math Olympiad, Math Super Stars, Junior Great Books, Quiz Bowl, Geography Bee, Spelling Bee, Young Authors and academic competitions; Middle – county/state soil and water conservation contests; in-depth research papers in both math

and E/LA, AMPS, AIG ELA, Framework, Scholars in 8th, Science Olympiad/Math Counts/Math 24, Future Problem-Solving/Odyssey of the Mind;
High – AP Curriculum, Service Delivery Plan
DEP
School Curriculum Nights
AIG PLC Meetings
AIG/Regular Ed Collaboration
IRP Template

Other Comments:

Practice C

Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.

This practice is a Maintained Practice for 2013-2016.

Rationale: Students receive differentiated instruction based on area of identification in the regular education classroom and enrichment and extension in the resource classroom.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: At the elementary level, curriculum is focused on process skills: research, communication, technology, critical thinking, and creative thinking that align with the Common Core and Essential Standards. Services are provided through a pull-out, enrichment program. Beginning in 2013, we will use the IRP template to evaluate our current units. Any work to increase rigor and relevance to the common core or essential standards will be addressed prior to the delivery of the curriculum by a team of AIG teachers. William and Mary Units designed for Gifted Learners will be available to both the regular education teacher and the AIG resource teacher in order to supplement curriculum. Beginning in 3rd-5th grades, AIG students will receive resource services within the SOAR (Students, Opportunities, Activities, Resources) model. SOAR is designed to provide resource differentiated instruction that have completed our LIFT Cultivating Potential Program in K-2.

At the middle school level, the E/LA and Math curricula are differentiated to meet the unique needs of AIG learners through acceleration and enrichment. Students are served through Math and E/LA classes specifically designed for AIG Students. Advanced content is available through William and Mary Units for Gifted Learners. Our math students participate in Math Counts, Math 24 and other competitions that align with their need for advanced learning opportunities. Students that display high ability in achievement will have similar differentiated activities in the Scholars classes in reading and mathematics.

At the high school level teachers follow the Honors Blueprint and AP Common Core and Essential Standards. AIG students are offered multiple opportunities for advanced curriculum through Honors and AP courses. NCVPS resources through course availability is considered to meet student needs. Beginning in 2013-14, CCS will evaluate the rigor within the honors classes to determine if honors standards are being effectively addressed. A team of district administrators will lead this internal

audit of our honors course offerings.

Planned Sources of Evidence: AIG/Regular Ed Collaboration

AIG PLCs

Differentiated Education Plans

NCVPS

Honors Audit Documentation

Other Comments:

Practice D

Fosters the development of 21st century content and skills by infusing the following at an advanced level: high-level content for global awareness, civic and economic literacies, and health awareness; critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems, and operations in challenging research contexts; creativity and innovation; real-world learning in local, regional, and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.

This practice is a Maintained Practice for 2013-2016.

Rationale: Gifted students require specialized and differentiated units of study based on National Association for Gifted Council (NAGC) standards for gifted learners. We believe that the gifted education curriculum must prepare students to be College and Career Ready. This requires the integration of a myriad of 21st Century Skills.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The AIG program in CCS uses a variety of advanced level resources to enrich instruction for students in grades K-12. Having access to these resources provides our students with the opportunity to experience challenge and problem solving at the highest level.

Some examples of these materials and competitions include the following:

Center of Gifted Ed Curriculum Units

Navigators

Jacob's Ladder

Word Master

Singapore Math

Project USTARS PLUS

Math 24 online

Wordly Wise

SENG

Science Olympiad

Future Problem Solving

National Geography Bee

Odyssey of the Mind

Soil and Water Essay/Public Speaking Contest Junior Great Books

Students have access to many technologies (Smart Boards, I-Labs, I-touches, multiple computer labs, Skype, Smart Response). Twenty-first century skills also include communication, shared inquiry, information on best questioning practices, Marzano's research-based instructional practices, cooperative learning, research methodology. Other programs that are meeting this need include NC Future Problem-Solving, Time for Kids, A. L. Brown High's Cyber Campus, "Making a Difference" community service project, teaching information and technology skills through the Big 6, National Geographic Geography Bee. All of these resources are available, however, not all schools have access to all of these resources.

Planned Sources of Evidence: Center of Gifted Ed Curriculum Units

Navigators
Jacob's Ladder
Word Master
Singapore Math
Project USTARS PLUS
Math 24 online
Wordly Wise
SENG
Science Olympiad
Future Problem Solving
National Geography Bee
Odyssey of the Mind
Soil and Water Essay/Public Speaking Contest
Junior Great Books
AIG/Regular Ed Collaboration

Other Comments:

Practice E

Uses on-going assessment to differentiate classroom curriculum and instruction.

This practice is a Focused Practice for 2013-2016.

Rationale: Students are assessed quarterly in reading and math to determine their need for differentiated instruction. We will use the results in K-2 to determine a student's need for monitoring during the cultivating potential classtime (LIFT). Students in grades 3-5 will receive support through the inclusion of the AIG Teacher in quarterly PLC meetings. The teacher will serve as a resource for materials that provide core plus enrichment to those in need of this level of advancement.

Quarterly benchmark assessments (Discovery Education) are given to students in middle and high school, too. The results are used to provide enrichment as needed.

Goals: To increase the resources available to our schools at all levels.

To seek equitable funding to support the purchase of resources.

Description: Create a minimum level of county funding for AIG materials and for technology available to AIG students (both differentiation and enrichment) at each school. Establish a minimum level of county resources for AIG staff development annually.

Planned Sources of Evidence: Self-assessment tool
Observations

Other Comments:

Practice F

Creates affective curricular and instructional practices which support the social and emotional needs of AIG students.

This practice is a Maintained Practice for 2013-2016.

Rationale: Gifted Learners possess unique learning needs due to their asynchronous development. Frequently their intellectual ability is advanced beyond their emotional and social development. The gaps between the two must be acknowledged in order to better serve the gifted student in the classroom.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: We currently have four trained Social Emotional Needs of the Gifted (SENG) Facilitators. These teachers represent all levels. They host sessions for parent groups throughout the school year and they will be providing teacher training during the summer of 2013 and throughout the upcoming school year.

Planned Sources of Evidence: SENNG Resources
SENG Timeline for Training
SENG Rosters of Participation

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: Students in grades K-3 currently have limited access to the AIG teacher in the current model due to the amount of individual testing this is required in the early grades for identification into the gifted education program. Beginning with the 2013-14 school year, we will implement a Cultivating Potential Model titled LIFT (Learning Interventions for Talented) that will provide all

students in grades K-2 to have increased access to the gifted education teacher.

Goals: To develop a cultivating potential model that will reach more students during the early years
To increase access to the gifted education teacher in grades K-2
To develop curriculum that addresses higher level thinking skills in grades K-2

Description: The previous AIG model was designed to assess students for identification beginning in Kindergarten. Since testing in grades K-1 is completed on an individual basis, our teachers became test administrators instead of gifted instructors due to the time constraints. After identification, the students were provided with 45-60 minutes of instruction per week.

Beginning in the fall of 2013, we are going to revamp our K-2 program to reflect a cultivating potential model called LIFT (Learning Interventions For Talented). Our gifted teachers will provide whole class enrichment activities to students in grades 1 and 2 for a minimum of 15 out of 36 school weeks. Students in grade K, will have access to the AIG teacher during second semester via classroom observation and the provision of enrichment activities to the teacher. Students will be observed for gifted behaviors during their time in LIFT using the Teachers Observing Potential in Students (TOPS) form during the whole class instruction that is provided by the gifted teacher. We expect to be able to meet the needs of more students (including those that would be identified at this age) and provide more service time to prepare for the administration of the CogAT in grade 3. A universal screener called the DAP-IQ is planned to be used to identify the student pool that will be administered the CogAT. We will use the TOPS form to begin collecting data for students beginning in Kindergarten. By the end of second grade, we expect the portfolio to include multiple data points that will strengthen a student's nomination for gifted screening.

Planned Sources of Evidence: LIFT Program Implementation Guidelines
LIFT Program Staff Development
LIFT Program Timeline for Implementation

Other Comments:

Practice H

Ensures collaboration among AIG personnel and other professional staff, including exceptional children's personnel and others related to AIG students, to develop and implement differentiated curriculum and instruction.

This practice is a Maintained Practice for 2013-2016.

Rationale: After nomination and a review of multiple criteria to determine eligibility, 3rd grade students who are identified for AIG resource receive appropriate curriculum and instruction via the resources that have been purchased for the gifted program at the district level. These resources include William and Mary Units, Project U Stars Units, and rigorous interdisciplinary units that are designed to be delivered within the resource class. In advance of identification, the AIG teacher will collaborate with regular education teachers via attendance at the grade level PLC meetings to provide them with strategies and resources to better meet the needs of their high ability students. The NCDPI has provided a foundation for the development of rigorous units through the Instructional

Resources Project (IRP) This framework allows gifted education to evaluate their current units to make sure that common core and essential standards goals are addressed and included in a high quality gifted education program.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Each identified AIG student in grades 3-5 receives resource services from a licensed AIG teacher that addresses his or her unique gifts and talents as specified in the resource DEP. All students in grades K-2 receive cultivating potential (core +) enrichment in the regular classroom. These lessons may include one or more of the following: Primary Thinking Skills, Problem Solving, Jacob's Ladder, Project U Stars and activities that focus on thinking. In order to design appropriate curriculum that utilizes high quality resources, the AIG teacher must collaborate with regular education and with other AIG teachers on a regular basis via PLC meetings.

PLC groups have been developed for elementary and high school AIG teachers to take a leadership role in developing and implementing differentiated curriculum for AIG students. Middle school AIG teachers already have fully functioning ELA and Math PLCS.

Planned Sources of Evidence: AIG/Regular Education Collaboration via PLC meeting
AIG Monthly Meetings/ PLC Discussion

Other Comments:

Practice I

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

This practice is a Focused Practice for 2013-2016.

Rationale: A differentiated education plan (DEP) that focuses on advanced content, modified process, and high quality appropriate products is essential for students identified in a gifted education program.

Goals: To update the DEP annually as student needs are reviewed
To create an IDEP (Individual Differentiated Education Plan) for students that have learning needs beyond the opportunities provided by the DEP.

Description: Annually, AIG teachers will develop a relevant DEP under the supervision of the AIG Coordinator. The DEP will reflect the best practices in gifted education, along with our goal of meeting the 21st century learning skills of collaboration, communication, creativity and critical thinking.

Planned Sources of Evidence: Annual Differentiated Education Plan
DEP Meeting Calendar
DEP Meeting School Attendance Roster

Other Comments:

Standard 3: Personnel and Professional Development

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG program is guided by an AIG licensed professional. In 2009 the AIG Coordinator position was merged with the Middle School director position due to budget shortfalls. In 2013, the position was reinstated, but in addition, the responsibilities of Fine Arts Coordinator were placed under the umbrella of gifted and talented education.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Due to the current economic constraints, the LEA was unable to fund a full time AIG Coordinator position. In 2012, the AIG Coordinator position was merged with the creation of a Fine Arts Coordinator position, continuing to limit the ability of that individual to give the time and effort needed to support a prospering AIG program and the development of a Fine Arts Support Program. However, the merged position is occupied by an AIG licensed professional.

Planned Sources of Evidence: Approved CCS budget plan
Human Resources Records

Other Comments: When money becomes available in the budget a full time AIG coordinator, as well as a full-time administrative assistant will be reinstated.

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: This item received a score of low score on the Self-Assessment Tool and there is currently no incentive for teachers at the middle and high schools to acquire AIG licensure.

Elementary AIG specialists have AIG licensure and exclusively teach AIG students. They serve AIG students through pull-out resource services and participate in an AIG Professional Learning Community. They receive specialized staff development in supporting academic and social/emotional needs of gifted learners.

Middle School AIG teachers may or may not have AIG licensure and serve AIG students through AIG language arts and/or math classes. These AIG teachers may teach regular education classes in addition to AIG classes.

High school AIG students are served through honors and AP classes. The teachers for these classes may or may not have AIG licensure, but AP teachers do have specialized training for AP.

Goals: To develop Professional Learning Communities that ensure specialists are delivering instruction to address intellectual, social, and emotional needs of gifted learners.

Description: The Elementary PLC is developing formative assessments based on the process skills curriculum. Results of formative assessments will be analyzed to ensure specialists are meeting the needs of gifted learners. AIG teachers participate in monthly staff development which specifically targets curriculum and instructional practices for AIG students and their social/emotional needs.

The AIG department will work towards the creation of staff development in gifted education that will lead towards a regular education teacher earning local credentials. This will be valid within the LEA and will ensure that teachers have the basic knowledge of how to best meet the needs of their gifted students.

Planned Sources of Evidence: PLC meeting minutes
Formative assessments and data
CARE Rosters
NCAGT conference attendees
Staff Development Modules

Other Comments:

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, exceptional children's personnel, counselors, and school administrators.

This practice is a Focused Practice for 2013-2016.

Rationale: Due to the LEA's limited budget at this time only elementary AIG teachers are required to have AIG certification/licensure. There are no other professional development requirements; however, the LEA recognizes a need for establishing professional development to maximize student achievement.

Goals: To develop staff development in Understanding Gifted Learners that will lead towards local credentials.

Description: Certified AIG teachers will development staff development modules during the 2013-14 school year. These modules will be available for teachers to participate in during the 2014-15 school year. This will lead to local credentials within the LEA.

Planned Sources of Evidence: Staff Development Modules
CARE documentation
Roster of teachers completing local credentials

Other Comments:

Practice D

Places AIG students in general education classrooms with teachers who have met the LEA's professional development requirements for that position or have earned an AIG add-on license.

This practice is a Focused Practice for 2013-2016.

Rationale: This practice has been designated as a focused practice because of the reduced financial resources available to the school district at this time. We are unable to provide monetary incentives for teachers to acquire AIG licensure. Currently, there are no additional professional development requirements for teachers of AIG students at the middle and high school levels.

Goals: To increase the number of teachers completing AIG licensure.

Description: Begin collaborating with institutions of higher education that offer gifted licensure to explore the possibility of beginning an AIG licensure cohort.

Planned Sources of Evidence: List of universities that offer gifted licensure
Meeting with university contacts
Course offering schedule

Other Comments:

Practice E

Aligns professional development with local AIG program goals and other district initiatives.

This practice is a Focused Practice for 2013-2016.

Rationale: As a result of the following information provided by the Self-Assessment tool and teacher surveys, CCS AIG department will focus on this practice. A district emphasis on AIG Staff Development is unlikely in light of current budget projections. Adaptations and implementation of district professional development initiatives will need to occur in the PLC setting (see "Goals" below).

- 45% of surveyed middle school AIG teachers indicate professional development opportunities are not evident.
- 50% of surveyed high school AIG/Honors teachers indicate professional development opportunities are not evident.
- Site-specific professional development initiatives have occurred
- Attendance at NCAGT conference has been sporadic for secondary AIG teachers; Elementary teachers regularly attend.

Goals: In follow-up to district professional development (i.e. Partners for Mathematics Learning, Rtl, PLCs, 21st Century Technology skills, Reader/Writer Workshop), AIG PLCs will address adaptations and implementation for gifted learners. AIG teachers will attend gifted conferences as budget allows. AIG teachers will use the Instructional Resource Project Template that aligns gifted standards with common core curriculum goals.

Description: AIG PLCs will address adaptations for gifted learners for district initiatives such as Sheltered Instruction, Understanding the Culture of Poverty, Marzano's Classroom Instruction that Works, the Revised Bloom's Taxonomy, and 21st Century Technology Skills. AIG teachers will be encouraged to attend gifted conferences, and their expenses will be paid as the budget allows. HS AIG teachers will re-deliver the AIG/AP Integration training provided by DPI to the local AIG/AP teachers. The IRP template will be integrated into their lesson development.

Planned Sources of Evidence: Professional Development Agendas and Minutes
Evidence of implementation in lessons (lesson plan, video tape, observations, walkthroughs, etc.)
IRP Template for AIG/CC lesson planning

Other Comments:

Practice F

Aligns professional development opportunities with state and/or national teaching standards and best practices in gifted education, including 21st century skills and content at advanced levels.

This practice is a Focused Practice for 2013-2016.

Rationale: a result of the following information provided by the Self-Assessment tool and teacher surveys, CCS AIG department will focus on this practice. A district emphasis on AIG Staff Development is unlikely in light of current budget projections. Adaptations and implementation of district professional development initiatives will need to occur in the PLC setting (see "Goals" below).

- 45% of surveyed middle school AIG teachers indicate professional development opportunities are not evident.
- 50% of surveyed high school AIG/Honors teachers indicate professional development opportunities are not evident.
- Site-specific professional development initiatives have occurred
- Attendance at NCAGT conference has been sporadic for secondary AIG teachers; Elementary teachers regularly attend.

Goals: Teachers of AIG students will be offered professional development that focuses upon the delivery of advanced-level content and 21st Century Technology Skills plus the emotional and social development of AIG students at all levels.

Description: Beginning with 2014-15, district-wide professional development will address the academic and social/emotional needs of all gifted learners at all grade levels. Professional development will address state and national gifted education standards of content, as well as address

the social and emotional development of AIG students at all grade levels. SENG resources will be used and the sessions will be lead by trained facilitators.

Planned Sources of Evidence: • Professional development plan and subsequent professional development workshops, training modules, PLC's

- AIG specific CEUs
- Evidence of lesson implementation by teachers of AIG students at all grade levels (lesson plans, video tapes, etc.)

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: Currently, there are fully functioning elementary and middle school AIG PLCs. However, AIG PLCs do not currently exist at the high school level.

Goals: Develop fully functioning AIG PLCs at the high school level that allows teachers to plan, implement, and refine applications of their professional development.

Description: CCS AIG Department will plan and implement AIG training modules for teachers to receive CEUs; high school teachers will be able to participate in PLCs focused on social/emotional needs of gifted learners in addition to effective instructional strategies for these students. The plan will be developed in 2013-14 and the implementation will be planned for 2014-15.

Planned Sources of Evidence: PLC meeting notes
AIG Training Module

Other Comments:

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

Delivers AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all grade levels and settings.

This practice is a Focused Practice for 2013-2016.

Rationale: We want to strive for delivery of AIG programs and services that accommodate the academic, intellectual, social, and emotional needs of gifted learners across all grade levels and settings. Surveys and the Assessment Tool indicated that the social/emotional needs are not adequately addressed.

Goals: • To provide a more consistent model for differentiation at all levels

- To strive for increased AIG services/consultation at each school
- To more adequately address the social/emotional needs of gifted learners

Description: 1. Provide differentiated math and E/LA classes for high ability but non-identified students in middle school in 2012-2013 and beyond. These classes will be called Scholars.
2. Beginning in 2014-2015 the curriculum and instruction department, has plans to provide staff development on rigor for anyone who teaches honors, AP, AIG, or Scholars classes.
3. In addition to resource services in elementary schools, implement cluster grouping of AIG students and differentiated students in regular classes in elementary schools in 2013-2014.
4. Continue to implement SENG Discussion Groups for all levels.
5. High School Counselors, AIG students and their parents will participate in the development of annual DEP.
6. AIG curriculum meetings for parents and students are currently held at elementary, middle and high school levels.
7. Implement Middle to High School transition procedures (e.g. Middle School AIG chairs provide information about rising 9th grade AIG students to HS counselors)

Planned Sources of Evidence: • CARE Reports

- Teacher surveys of implementation
- School Master Schedules
- SENG Participation

Other Comments:

Practice B

Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.

This practice is a Focused Practice for 2013-2016.

Rationale: Services are inconsistent among all three levels of students. Both time and subject areas are affected. In order to meet the needs of all students, more time and training needs to be provided to meet the needs of the gifted population.

Goals: Provide consistent alignment of identified student strengths with services in regular education as well as AIG services from elementary to middle to high.

Description: • Identify appropriate service delivery models for elementary, middle, and high school AIG and differentiated students by August, 2013.

- Create an implementation plan appropriate for each level by January, 2014.
- Provide necessary training prior to implementation by August, 2014.
- Implement the plan by August, 2014.

Planned Sources of Evidence: • List of appropriate service delivery models for each level

- Implementation Plan
- Staff development schedule
- Master schedules of each school

Other Comments:

Practice C

Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.

This practice is a Maintained Practice for 2013-2016.

Rationale: To continue delivery of AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: • AIG programs and services are aligned with and expand upon the Common Core and Essential Standards.

- AIG resource services provide enrichment that fosters the development of 21st century content and skills at advanced levels including the following goals:
 - Students will acquire the knowledge and skills to communicate effectively within and beyond the classroom.
 - Students will acquire the knowledge and skills to gather, analyze, and apply information and ideas.
 - Students will acquire the knowledge and skills to recognize and solve problems.
 - Students will acquire the knowledge and skills to creatively evaluate, redefine, and generate

divergent solutions and products.

-Students will acquire the knowledge and skills to make decisions and act as responsible members of society.

Planned Sources of Evidence: * Classroom observations

* Lesson plans

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Annual overview is provided to teachers and administrators, AIG forms are created to address the services available to identified gifted students at all levels. DEPs, and other documentation provide information for all students.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: • Information is provided to teachers, school, administrators, and support staff through the AIG web page, annual overview staff meetings, and forms required for documenting services to students.

• Information about differentiated services and instruction for AIG students is described in the current AIG plan and is included in the AIG Policies and Procedures Handbook.

Planned Sources of Evidence: • Documentation from meetings

• Gifted Education Website

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Collaboration at key transition points and feeder schools will ensure a smooth transition for students.

Goals: • Examine current practices of transition from elementary to middle school for students in

each category of differentiation

- Define process for transition between the levels
- Provide time for teachers to dialogue between transition levels

Description: Timeline: 2013-14 (Goals 1 and 2) Spring 2014 (Goal 3)

- Middle school AIG departments and administrators dialogue about current practices to see that student needs are being met
- List students from elementary to middle for Scholars' Classes (Differentiation)
- List students from middle to high school for honors and AP classes
- Schedule meetings between the elementary/middle and middle school teachers/high school counselors in the spring of each year

Planned Sources of Evidence: * Record of Meetings between levels (file transfer)

Other Comments:

Practice F

Ensures collaboration and involvement among regular education teachers, exceptional children's teachers, other specialists, instructional staff, parents/families, and administrators to provide differentiated programming and services.

This practice is a Focused Practice for 2013-2016.

Rationale: This is a focuses practice because Cabarrus County Schools began the training and implementation of Professional Learning Communities at every grade level and department system-wide in August 2010. As Professional Learning Communities and related practices continue to evolve, collaboration and involvement among regular education teachers, Exceptional Children's teachers, other specialists, instructional staff, parents/families, and administrators will occur.

Goals: To increase our participation in school level Professional Learning Communities
To impact student learning through the transformation of school culture to AIG All Day, Everyday.
To plan and deliver rigorous curriculum that extends the common core and essential standards

Description: Teachers of gifted at the elementary level will provide the regular classroom teacher with enrichment activities that are to be integrated into the regular classroom. This will provide differentiated learning opportunities that are based on student need as documented on the student's DEP.

At the middle and high school levels, the AIG Chairs and Guidance Counselors are responsible for monitoring the availability and selection of AP/Honors course offerings for AIG students and their involvement in these offerings. Parents and families are included in the scheduling process in the spring of each year. PSAT, PLAN, EXPLORE, and ACT results are reviewed annually to determine appropriate differentiated programming too.

Planned Sources of Evidence: PLAN, EXPLORE, ACT, PSAT results

DEP

PLC meetings

Other Comments:

Practice G

Ensures that school counseling personnel, regular education teachers, AIG specialists, parents/families, and others collaborate to address the social and emotional needs of AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale: Collaboration of key parties will ensure better understanding of unique needs of gifted learners and facilitate proper training availability of individuals.

Goals: * Provide staff development addressing social/ emotional needs of AIG populations.

* Create guided parent discussion groups to facilitate their understanding of unique social/ emotional needs of AIG students.

* Create guided counselor discussion groups to facilitate their understanding of unique social/emotional needs of AIG students

* Provide opportunities for collaboration between school counseling personnel, regular education teachers, AIG specialists, parents/families, and others regarding the distinct needs related to social and emotional aspects of gifted learners.

Description: • Develop and conduct monthly training based on SENG Model Parent Groups for school counseling personnel to represent each school in the district in 2013-2014.

• Develop and facilitate multiple SENG Model Parent Groups 2013-2014.

• Continue to offer annual parent meetings at each school site that include a variety of school personnel, and maintain ready access of school personnel to families and community.

Planned Sources of Evidence: • Record of training sessions, participants, and session evaluations.

• Files of information transmissions; logs of enrollments/ participation; end of session evaluations for SENG Model Parent Groups

• Logs of parent meeting attendance; records of PLC meetings, record of staff availability

Other Comments:

Practice H

Articulates and implements a process for accelerative instructional and placement options when an appropriate body-of-evidence indicates that such a practice is warranted for an individual gifted learner.

This practice is a Maintained Practice for 2013-2016.

Rationale: Continue to provide clear expectations and support for the students that need accelerated content and/or grade placement options.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: We will continue to:

- Ensure consistent goals and guidelines
- Provide administration with a vision of AIG services for students from elementary to middle to high school
- Explore all models of acceleration (grade, content, etc.)
- Use schools modeling best AIG practices as labsites
- Continue existing policies and procedures regarding appropriate use of content acceleration and/or advanced grade placement.

Planned Sources of Evidence: AIG Forms

AIG Website

AIG Meetings and Minutes

Other Comments:

Practice I

Provides intentional services for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

This practice is a Maintained Practice for 2013-2016.

Rationale: Teachers and administrators need access to instruments and data that assist with identifying AIG students.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: -Continue staff development for new teachers in K-2 on TOPS Form

-Administrators at elementary school sites will train and assist with interpreting AIMSWEB data

-Use of nonverbal aptitude test (NNAT) on a approved basis

-Continue Project USTARS school training

-Continue use of Projects USTARS materials

-Use of CogAT to identify gifted students using Verbal, Quantitative, Partial Composite of Verbal/Nonverbal, Partial Composite of Quantitative/Nonverbal, and Composite scores

-Use of DAP- IQ as a Universal Screener beginning January 2014)

-Early Entry to Kindergarten and Grade/Subject Acceleration as appropriate

-Examine results of various assessment instruments by sub-groups to determine their effectiveness in identification of under-represented populations.

Planned Sources of Evidence: * Record of staff development of TOPS instrument

* Student Data on AIMSWEB

* Testing Results tracked by sub-groups
DAP-IQ Data

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale: CCS will continue to seek opportunities for AIG students to participate in appropriate competitions, clubs, and other extra-curricular activities. Giftedness is an inherent part of our AIG students' existence and does not end with the school day. These students need guidance in meeting their intellectual needs and interests outside of the classroom.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Numerous opportunities for participation in extra-curricular activities including competitions, clubs, and contests are provided for AIG students and are included in their DEPs. Some examples include the following:

Math 24

Science Olympiad

Future Problem Solving

National Geography Bee

Odyssey of the Mind

Soil and Water Essay/Public Speaking Contest

Junior Great Books

District participation in the North Carolina Association of Scholastic Activities (NCASA)

Planned Sources of Evidence: DEP for all grade levels

Reports of participation

Other Comments:

Standard 5: Partnerships

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

Practice A

Develops partnerships with parents/families and the community that are intentional and meaningful to support the academic, intellectual, social and emotional needs of AIG students.

This practice is a Maintained Practice for 2013-2016.

Rationale: The most recent parent survey indicated that 84% of parents felt that the gifted plan enhances communication, cooperation, and collaboration among teachers, administrators, parents, students, and community.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Parents receive annual summaries of evaluations, and notification of placement. There are yearly group meetings (by grade level), access to newsletters, parent articles, information on summer enrichment, the CCS AIG website, and DEP development.

Field trips

"Make A Difference" projects

Suntex Corporation/Math 24 tournament

Job Shadowing for HS Students as part of HS DEP

Expand Career Day Speakers to include professions such as: lawyers, doctors, engineers, etc.

Adapt Graduation Project guidelines for use by Honors/AP teachers for AIG students

Encourage collaboration with community groups such as Toast Masters, Rotary, Lions Club, etc.

Cooperative Extension Soil & Water Essay and Public Speaking Contests

Planned Sources of Evidence: Annual parent meetings

AIG criteria, AIG Plan, course Frameworks/Pacing guides available to parents and community through the Cabarrus County Schools Website.

Field trips

"Make A Difference" projects

Suntex Corporation/Math 24 tournament

Job Shadowing for HS Students as part of HS DEP

Expand Career Day Speakers to include professions such as: lawyers, doctors, engineers, etc.

Adapt Graduation Project guidelines for use by Honors/AP teachers for AIG students

Collaborative projects with community groups

Cooperative Extension Soil & Water Essay and Public Speaking Contests

Other Comments:

Practice B

Shares with stakeholders, including all students' parents/families, information regarding the local AIG

program, the local AIG plan, and other policies relating to gifted education.

This practice is a Maintained Practice for 2013-2016.

Rationale: The survey rating on this item indicates that current practices should be maintained.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Information disaggregated by school level (elementary, middle, high school) about the AIG Program, Plan and Policies are shared with parents and the community through a variety of means.

Parents and community are invited to volunteer their time and/or resources to become involved in the AIG program through a link on the Gifted Education page of the CCS website.

Planned Sources of Evidence: Gifted Education page on the CCS website

AIG Parent meetings

School curriculum nights

AIG parent meetings

Press Releases

AIG Program Brochure

AIG Form - Invitation to Meeting

Other Comments:

Practice C

Involves stakeholders, reflecting the diversity of AIG parents/families and the community, in the development, implementation, and monitoring of the local AIG program and plan.

This practice is a Focused Practice for 2013-2016.

Rationale: Survey results indicates that this is an area of weakness. Previously, the AIG Leadership Team comprised of educators, parents, and community members met only once every three years to provide input for the development of the AIG plan.

- Goals:**
1. Informational sessions with parents during semester (beyond just the rising 9th grade meeting/parent meeting at middle school)
 2. AIG teachers/parents/students meet annually across levels to coordinate/plan/open dialogue to promote communication
 3. Gather input annually from parents and students who reflect the diversity of our AIG/parent/families and the community regarding the development, implementation, and monitoring of the AIG program and plan.

Description: Timeline: Beginning in 2013-2014:

1. Elem/middle AIG Chairs meet March/April; Middle AIG Chairs/High School Counselors meet

April/May

to become familiar with students/issues to ensure students' most appropriate services for academic, intellectual, social, and emotional needs of AIG students are reviewed.

2. Once-a-semester meetings divided by subject/grade area.
3. Establish focus groups of parents and students who will meet with the AIG coordinator annually.
4. Survey AIG students, parents, educators annually regarding AIG programs and services.

Planned Sources of Evidence: Agendas

CARE

Notes from Focus Groups

Survey results

Other Comments:

Practice D

Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

This practice is a Focused Practice for 2013-2016.

Rationale: This practice requires improvement as evidenced by the Assessment Tool. We must improve our communication with parents/families and the community about opportunities that are available to our AIG students. In addition, we must provide this information in their native language.

Goals: Our goal is to improve our communication of opportunities available to AIG students to parents and the community on an ongoing basis and in their native language.

Description: Our LEA is currently revising placement forms, parent letters, resource and classroom differentiated education plans. In the future, when this process is completed and funds are available forms will continue to be translated into Spanish and/or other needed languages.

We are also creating a brochure to inform parents and the community of the services available for AIG students.

We will be updating our website to include information on a continuing basis of opportunities and activities available for AIG students.

Planned Sources of Evidence: The CCS AIG website and brochures contain information about the AIG program and are readily available to parents.

AIG Forms

Other Comments:

Practice E

Forms partnerships with parents/families, institutions of higher education, local businesses and

industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

This practice is a Maintained Practice for 2013-2016.

Rationale: The survey rating on this item for high schools was low, although elementary and middle school responses were much higher than high school responses

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: AIG students are provided with a variety of opportunities for participation in competitions and contests that involve both parents, businesses, and community entities. Businesses and community agencies partner with the AIG program to sponsor and/or contribute to the success of competitions and contests. Parents are included in the development of their child's DEP.

Planned Sources of Evidence: The CCS AIG website and brochures contain information about the AIG program and are readily available to parents.
AIG Forms

Other Comments:

Standard 6: Program Accountability

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

Practice A

Develops a written AIG plan describing the local AIG program in accordance with state legislation and SBE policy, which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

This practice is a Maintained Practice for 2013-2016.

Rationale: At the present time, Cabarrus County has a written AIG Program Plan (2010-2013) that describes the local AIG program in accordance with state legislation and policy, which has been approved by the LEA's school board and sent to SBE/NCDPI for review and comment. The plan is currently being revised and will be presented to the Cabarrus County Board of Education for approval on June 3, 2013. The revisions will be in effect until 2016.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The current plan is good through June 30, 2013.

Planned Sources of Evidence: Plan is published, disseminated and is the guiding document for the AIG Program.

Other Comments:

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.

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG Program Coordinator, who is AIG certified, oversees the implementation of all AIG Program components from elementary through high school. AIG teacher allotments are adequate in order to maintain school-based program requirements.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: AIG Program Coordinator facilitates regular AIG meetings during which implementation of the AIG plan is monitored and reported regularly. The AIG Program Coordinator participates in meetings with school-based administrators where program documentation and implementation is reviewed annually. In addition, the AIG Coordinator visits schools regularly and examines filed documents for accuracy, completeness and consistency.

- * AIG plan formally reviewed and revised every three years
 - * AIG leadership team meets annually to review AIG plan implementation
 - * Parent focus groups will begin in 2013-14 to gather their input
 - * Parent and student surveys will be conducted annually to provide additional stakeholder input
- Beginning in the fall of 2013, a team of district administrators will begin the Honors Level Course Portfolio Review to ensure that honors level courses are designed with rigor and relevance. The NCDPI has provided each LEA with a standard rubric to evaluate course content. This review will be important to determine if the honors curriculum meets the academic needs of our AIG students enrolled in high school honors level courses.

Planned Sources of Evidence: Student Files

AIG Chair Meeting Minutes
AIG PLC Meeting Minutes
AIG Leadership Team Agendas
Notes from parent focus groups
Data collected from Parent and Student Surveys
Honors Rubric

Other Comments:

Practice C

Uses and monitors state funds allotted for the local AIG program according to state policy.

This practice is a Maintained Practice for 2013-2016.

Rationale: Each year, the AIG program receives funding based on 4% of the district ADM. This money is allocated to the LEA to use for gifted education services as outlined in the AIG Plan for Cabarrus County Schools.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The LEA is following the NC Allotment Policy 034, the Chart of Accounts, and all licensure requirements regarding the use of state funds allotted for the AIG program.

Planned Sources of Evidence: The AIG Coordinator reviewed the procedures and practices with the district's Chief Financial Officer and determined that the LEA is complying with all NC requirements.

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: The AIG coordinator shares AIG performance data and drop out data with school administrators. The focus of the presentation has been on AIG growth and opportunities for improvement.

Goals: Student performance and growth data from multiple sources will be shared on a regular basis with AIG and regular education teachers. Guidance counselors will be involved with AIG students who are at risk of dropping out. Annual drop-out data will be shared with all AIG teachers and school administrators.

Description: The AIG coordinator will report AIG performance data and drop-out data to the AIG Leadership Team at least once annually and will share all data with school administrators beginning with the 2013-14 school year.

Planned Sources of Evidence: Minutes of meetings
Presentation

Other Comments:

Practice E

Monitors the representation and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

This practice is a Focused Practice for 2013-2016.

Rationale: According to the 2012-2013 Ethnicity data, the AIG program in Elementary, Middle and High does not show equity in the identification and retention of under-represented populations.

Goals: Ethnicity data will be updated and shared with stakeholders annually. This data will also include student performance data for AIG students who are identified as a member of an under-represented population. It will also include retention data for those students who are already identified.

Description: Updated data for under-represented populations will be shared each January beginning with 2013-2014.

Separate confidential files are maintained by AIG chairs at the school level for identified students. Confidentiality guidelines are strictly enforced.

Planned Sources of Evidence: Data presentations and minutes from meetings.
AIG Confidentiality Form

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The credentials and licensure of personnel serving AIG students is maintained by the Human Resources Office.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Data is available through the Human Resources Office.

Planned Sources of Evidence: Data is available through the Human Resources Office.

Other Comments:

Practice G

Forms an advisory group of community members, parents/families of AIG students representative of diverse populations in the program, teachers of the gifted, and other professional staff who meet regularly to review all aspects of the local AIG program and make recommendations for program improvement.

This practice is a Focused Practice for 2013-2016.

Rationale: At the present time the AIG Leadership Team only meets every three years when the AIG Program Plan is reviewed. Many stakeholders were unaware of an advisory group.

Goals: An annual meeting will be scheduled to review the progress of the focused and future practices as described in the AIG Program Plan.

Description: Beginning with 2013-2014 meetings will be scheduled for April of each year.

Planned Sources of Evidence: Minutes of meetings

Other Comments: The annual meeting will be held in April due to the state's review schedule.

Practice H

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

This practice is a Focused Practice for 2013-2016.

Rationale: The LEA Self-Assessment Tool indicated that feedback regarding the quality and effectiveness of the local AIG program is not being elicited on a regular basis.

Goals: AIG teachers will develop surveys to be administered annually. Data on AIG program

effectiveness will be collected from all stakeholders including administrators, AIG teachers, parents, and students starting in 2013-2014.

Regular feedback from students, parents, teachers and other stakeholders regarding the quality and effectiveness of the local AIG program will be collected through a variety of means annually.

Description: •(2012-2013) Evidence on program effectiveness will be gathered. Parents of AIG students will complete an on-line survey each January that is appropriate for their child's level of service (elementary, middle, or high school). The data gathered from this survey will inform practice for the following year.

• Additional information regarding program effectiveness will be gathered annually from student and parent focus groups.

Planned Sources of Evidence: Survey Data
Focus Group Data
Program Data

Other Comments:

Practice I

Reviews and revises the local AIG program and plan based on multiple sources of data for continuous program improvement.

This practice is a Maintained Practice for 2013-2016.

Rationale: The Cabarrus County local AIG Program Plan is reviewed triannually. At the present time all practices are being reviewed as to whether they should be a focused, maintained or future practice.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The triannual review is currently in progress. Students, parents, regular education teachers and AIG teachers completed surveys. The Self-Assessment Tool was completed.

Planned Sources of Evidence: Completed surveys and the LEA Self-Assessment Tool.
AIG Leadership Team Meetings

Other Comments:

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale: Communication regarding the AIG Program in Cabarrus County Schools is essential. Public awareness via the AIG website, brochure, and parent meetings is an expectation.

Goals: Annual communication regarding program effectiveness through AIG Leadership Team, meetings with school administrators and parents, and printed AIG services brochure.

Description: A team of AIG teachers will develop a brochure/handbook in 2013-2014 to be distributed to AIG parents. This product will be ready of distribution in the fall of 2014. Annual Leadership Team meeting will be held each April and relevant AIG data will be shared with school administrators and posted on the AIG webpage.

Planned Sources of Evidence: Survey results
Data Reports
Brochure
AIG Web page

Other Comments:

Practice K

Protects the rights of all AIG students through policies, procedures, and practices.

This practice is a Maintained Practice for 2013-2016.

Rationale: Cabarrus County is diligent in protecting the rights of all AIG students through policies, procedures and practices.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Policies and procedures: Cabarrus County has created assurances according to Article 9B, Sections 115.150.5-115.150.8 through its policies, procedures and practices. Separate files are maintained for identified students. Confidentiality guidelines are strictly enforced. All required paperwork is completed. Practices: All identified students receive services according to County policy with parental consent.

Planned Sources of Evidence: AIG student files contain the required paperwork.
Headcount data is regularly submitted.
AIG Forms

Other Comments:

Glossary (optional):

Appendix (optional):

- 2013 Appendix A - Multiple Criteria.pdf (*Appendix - Standard 1*)
- 2013 Appendix B - Early Admission Process.pdf (*Appendix - Standard 1*)
- 2013 Appendix C -AIG Due Process.pdf (*Appendix - Standard 1*)
- 2013 Appendix D - ES DEP - English.pdf (*Appendix - Standard 2*)
- 2013 Appendix D-S - ES DEP (Spanish).pdf (*Appendix - Standard 2*)
- 2013 Appendix E - MS DEP.pdf (*Appendix - Standard 2*)
- 2013 Appendix F - HS DEP.pdf (*Appendix - Standard 2*)
- 2013 Appendix G - LIFT Implementation Plan.pdf (*Appendix - Standard 2*)