

Charlotte-Mecklenburg Schools 2019 Plan for Gifted Education (DRAFT)

Executive Summary

The *Charlotte-Mecklenburg Schools 2019 Plan for Gifted Education* provides a comprehensive plan of action to meet the needs of gifted and advanced students in Charlotte-Mecklenburg Schools. The plan outlines goals, supports, and programs designed to maximize student potential. Through differentiated academic instruction, relevant 21st century instructional strategies, and social/emotional support, our plan seeks to best prepare students as a global citizen. The three-year plan supports the 1996 NC General Assembly Article 9B by setting priorities to establish academic extension beyond the regular classroom.

The *2019 Plan for Gifted Education* is designed in support of *CMS' Strategic Plan* and district initiatives. Plan development occurred using available data gathered from surveys, assessments, school performance indicators, collaborative planning groups, and the AIG Plan Committee. Relevant perspectives were gained from stakeholders to ensure our district's diverse needs were considered and met. The goals of the plan are as follows:

- Increase program fidelity across all advanced programs
- Develop relevant ongoing partnerships with various stakeholders in the community
- Evaluate secondary programming to increase strategic supports for gifted and advanced learners
- Strengthen communication with all stakeholders

Vision

The Advanced Studies Department will create a comprehensive educational program to grow, enrich, and challenge those involved in educating students, as well as successfully maximize each student's potential.

Mission

Charlotte-Mecklenburg Schools' Advanced Studies Department will provide guidance to meet the needs of students who are advanced, gifted, and demonstrate high academic potential. We seek to maximize student potential through differentiated academic instruction, advanced programming, relevant 21st century curriculum, enrichment, and social/emotional support.

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

Summative Assessment Standard: Accomplished

Overview

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.

Identification screening procedures are communicated clearly and consistently at the elementary level. This communication is led by the Talent Development (TD) Catalyst Teacher at each school. Communication of identification screening procedures at the secondary level is communicated through Academic Facilitators to the appropriate stakeholders. TD Site-Based Committees lead the referral process outside of the second grade

district-wide screening. During screening windows and referral processes, district approved letters are provided to communicate referral processes/timelines, assessment dates and results. Individual student testing requires parent/guardian permission if the TD Site-Based Committee determines rationale for testing is present based on multiple data sources. Identification at any level requires parent/guardian permission.

Our goals as a district are:

- Develop a communication plan for secondary stakeholders regarding rationale for AIG identification and identification screening procedures
- Provide clarity for all stakeholders regarding identification procedures K-12
- Ensure all documents are provided in multiple languages and provide link for translation support

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

Multiple criteria are used for our second grade district-wide screening. Both universal screeners are nationally-normed and provide formal and informal assessment opportunities. The *Gifted Rating Scale (GRS)* is provided for each student and serves as an informal measure. The *GRS* assesses achievement, aptitude, motivation, creativity, and leadership based on observations in the classroom. The *Cognitive Abilities Test (CogAT)* is used as a formal aptitude measure. Based on results from either of these assessments, a student may qualify for additional achievement testing opportunities and/or a portfolio assessment. Alternate assessments are provided in portfolio format for those students who are identified at the school level as unable to best demonstrate ability on the formal assessment, as well as for English Language Learners receiving support services and who meet a certain benchmark on the CogAT assessment.

Details are provided below regarding screening at each level:

SECOND GRADE- All second grade students who are educated primarily in a CMS general education classroom are screened with the *CogAT*, a nationally-normed aptitude test, and the *GRS*. Parents will receive a notification letter as to when the screening will occur.

Students who score at the 87th percentile or higher on the nationally-normed aptitude test in verbal, quantitative, quantitative/nonverbal (QN), and/or overall age-composite scores are eligible for further screening using a nationally-normed achievement test. This would occur if fewer than twelve points are acquired on the Talent Development Identification Rubric with the initial aptitude test and *GRS* results.

Students are eligible for a portfolio assessment if they have achieved 3 t-scores of 65 or higher in three areas on the *GRS* with *at least* one of the 3 t-scores of 65 or higher occurring in *Intellectual, Academic or Creativity* OR have achieved between 92-95 age-percentile composite score on the CMS administered aptitude test and have not accumulated the required 12 points on the Talent Development Identification Rubric for Academically Gifted certification in BOTH Reading and Math.

Identification as Academically Gifted (AG) in BOTH Reading and Math will be determined using the Talent Development Identification Rubric where an overall minimum score of 12 must be accumulated. Second grade students can accumulate rubric points on a CMS administered nationally-normed aptitude test, a CMS administered nationally-normed achievement test, the *Gifted Rating Scales*, or a CMS portfolio assessment. The portfolio and *Gifted Rating Scale* assessments are available only for CMS second grade students.

Students who attain a score of 92nd-95th percentile on the CogAT, but do not earn enough points on the Talent Development Identification Rubric to identify as Academically Gifted Reading and Math (AG), Academically Gifted Reading Only (AR), or Academically Gifted Math Only (AM) with achievement testing results, or as a result of the portfolio assessment, will identify as Intellectually Gifted (IG).

K-1st GRADE- A classroom teacher, parent, program coordinator, family advocate, and/or counselor may refer a student who exhibits extraordinary strengths in classroom performance to the Talent Development Site-Based Committee. A student may also refer him or herself. For students in grades K-1, if the Talent Development Site-Based Committee has enough qualitative and quantitative evidence to determine the child is performing one to two grade levels above his/her current grade-level the following two screenings can occur:

- Grade Acceleration- Grade acceleration process is driven by the *Iowa Scale of Acceleration*. Students being considered for grade acceleration are screened with the *KTEA (Kaufman Test of Educational Achievement)*. If the student scores 90% or higher, he/she moves into the grade acceleration process. In this process students are administered the *Woodcock Johnson, Iowa Test of Basic Skills (two grade levels ahead)*, and teachers, parents, and administrators complete qualitative rating scales. Scores are placed into points categories as identified by the *Iowa Scale of Acceleration*. Upon receiving the overall rating on the *Iowa Scale of Acceleration* the Talent Development Site-Based Committee will meet to determine if the child meets criteria on the *Talent Development Identification Rubric* to qualify as any level of academically gifted, and if grade acceleration should occur. If a child identifies any level of academically gifted, the *Talent Development Site Based Committee* will work to develop an *Individualized Differentiated Education Plan IDEP*) to best meet the needs of the child. If a decision to grade-accelerate occurs a transition plan is developed to best support the transition.
- Horizons Program- the CMS Horizons Program is a program designed for highly and profoundly gifted students. These students are performing at a minimum of two-grade levels above their same-age peers in all content areas. If a *Talent Development Site Based Committee* recommends the Horizons process the student is first screened with the *KTEA*. To move forward a student must score in the 98+ percentile in BOTH Reading and Math. If criteria is met, students will be given the *Stanford-Binet*, respond to a writing prompt, and have to *Scale for Rating the Behavioral Characteristics of Superior Students* completed by two teachers who are experienced with the students. Using a rubric, if a child accumulates the benchmark number of points, he/she will move to a performance assessment. Based on an observational behavior check-list and work samples a decision is made if placement should occur. If a child identifies any level of academically gifted, the *Talent Development Site Based Committee* will work to develop an *Individualized Differentiated Education Plan IDEP*) to best meet the needs of the child. If a decision to placement in Horizons occurs a transition plan is developed to best support the transition.

THIRD-TWELFTH GRADES - A classroom teacher, parent, program coordinator, family advocate, and/or counselor may refer a student who exhibits extraordinary strengths in classroom performance to the Talent Development Site-Based Committee. A student may also refer him or herself. The Talent Development Site-Based Committee is comprised of the TD Catalyst Teacher or Academic Facilitator, classroom teacher(s), and an administrator. At the high school level, the Committee would consist of an administrator and classroom teachers who are currently serving advanced students. The school's Student Service Specialist or counselor may also serve on this committee. The Talent Development Site-Based Committee is required to meet twice a year, but may meet as often as needed. Meeting dates should be logged. All referrals are submitted to the Talent Development Site-Based Committee to approve or deny, based on documented student strengths.

In order to be identified as Academically Gifted (AG) in both reading and math, 12 points on the Talent Development Identification Rubric must be accumulated using age-composite scores from a nationally-normed aptitude test, a nationally-normed achievement test, or an NC End-of-Year assessment (i.e. EOGs, EOCs).

Students may be identified as Academically Gifted in Reading Only (AR) or Math Only (AM) if they accumulate 6 points on the TD Identification Rubric through a combination of verbal aptitude and reading achievement scores (AR) *or* a combination of quantitative/nonverbal aptitude and math achievement scores (AM).

Students who attain a score of 92nd-95th percentile on the *CogAT* or other approved aptitude assessment *and* do not earn enough points on the Talent Development Identification Rubric to identify as Academically Gifted Reading and Math (AG) or Academically Gifted Reading Only (AR) or Academically Gifted Math Only (AM) with achievement testing results will identify as Intellectually Gifted (IG).

(See Talent Development Identification Rubric, Appendix A)

OUTSIDE OF CMS TESTING

Testing provided by a North Carolina School District- If testing results identified student as gifted in any capacity in another NC school district, gifted identification will remain the same in CMS. No further testing is required.

Testing provided by a school-district outside of North Carolina- Assessment results provided must have been completed within the past 24 months. TD Site-Based Committee will review assessment results provided using the Talent Development Identification Rubric. If assessment results meet our district's criteria for identification, student will be identified as Academically Gifted Reading and Math (AG) and require no further testing. If student does not meet our district's criteria for identification, the Committee will determine if further testing is recommended.

Testing provided from a private licensed psychologist- Assessment results provided must have been completed within the past 12 months. Results provided must include aptitude and achievement assessments that are on the CMS Talent Development Approved Tests for Evaluation list. Results are provided to the TD Site-Based Committee. The Committee has 90 days, if needed, to review assessment results and other relevant information (*See CMS TD Site-Based Committee Identification Supporting Document*). Based on all available information, the TD Site-Based Committee will determine if student identifies as gifted. If student does not identify as gifted, the TD Site-Based Committee can determine if further testing is recommended using CMS assessments.

(See Talent Development Identification Outside Testing Procedures Chart, Appendix B)

CMS describes labels of AIG identification as follows:

- **Academically Gifted:** Student demonstrates strengths in reading and mathematics and possesses a strong capacity for learning. Their aptitude, achievement, and informal opportunities will result in an accumulation of 12 or more points on the left side of our Talent Development Identification Rubric.
- **Intellectually Gifted:** After all available achievement and informal opportunities have been exhausted, students who score in the 92nd-95th percentile on a nationally-normed aptitude test will identify as Intellectually Gifted. Student demonstrates an overall high aptitude for learning.
- **Academically Gifted Reading:** Student demonstrates strength in the area of reading. Six or more points are accumulated on the right side of the Talent Development Identification Rubric as a result of verbal aptitude percentile combined with reading achievement percentile scores.
- **Academically Gifted Math:** Student demonstrates strength in the area of mathematics. Six or more points are accumulated on the right side of the Talent Development Identification Rubric as a result of quantitative or quantitative/nonverbal aptitude combined with math achievement percentile scores.

Our goals as a district are:

- Collaborate and pilot an alternate assessment opportunity for students who meet specific criteria in grades 4 and 6.
- Evaluate all assessments used for identification to determine relevance and appropriateness of measure
- Develop and provide a communication document for all stakeholders with rationale and identification processes clearly outlined

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.

Non-traditional identification assessment opportunities in second grade have been developed to target traditionally underrepresented populations. For English Language Learners (ELL) who are in second grade, an alternate assessment has been developed to more accurately identify these students. Students who are identified as ELL in PowerSchool on their initial start date in second grade and score in the 87th percentile or higher on any component of the *CogAT* (verbal, quantitative, nonverbal, quantitative/nonverbal composite, or overall age composite) qualify to participate in a portfolio opportunity.

The Horizons program works to assess our highly gifted population using multiple data points including aptitude and achievement assessments, teacher rating scales and student work samples.

It is evident opportunities need to be provided at grade levels beyond second grade to accurately identify our underrepresented populations who do not always identify using traditional formal assessment measures. Therefore, collaboration on alternate assessment opportunities has begun with intentions to pilot in 2017-2018.

District goals are:

- Implement the ELL alternate assessment district-wide, beginning in 2016-2017.
- Maintain the high-rate of accuracy of identifying highly gifted students, using the Horizons identification process.
- Outline and clarify how to use assessments conducted by CMS personnel to identify twice-exceptional students, ensuring documentation occurs with an IDEP document.
- Develop and pilot an alternate identification opportunity for students in grades 4 and 6 from traditionally underrepresented populations.
- Communicate referral process to all stakeholders, both in and outside of the CMS organization.
- Maintain collaborative partnerships with EC and ELL department to better support the identification of underrepresented populations.

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

District Response

Consistency in the management of the screening and referral processes has increased throughout all elementary schools as a result of reinforcement by the TD Site-Based Committees. Ongoing professional development ensures TD Catalyst Teachers are consistently informed regarding screening, referral, and identification updates. Secondary procedures have improved by providing professional development to Academic Facilitators

and Assistant Principals of Instruction; however, opportunity for greater consistency and communication still exists at the secondary level.

District goals are:

- Continue focused efforts on consistency at the elementary level with ongoing professional development and communication with TD Catalyst Teachers
- Provide a resource guide and timeline to increase communication at the secondary level
- Provide rationale and resource guide for administrators at all levels

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

The Advanced Studies Department works to be proactive in communicating policies to stakeholders, to ensure safeguards are in place for the rights of gifted students, and that district personnel are held accountable to those rights. Differentiated Education Plans (DEPs) are created by each school, for each grade level in both Reading/English Language Arts and Mathematics. These documents outline how services will be delivered for each of the listed subjects for the year. It is encouraged that the documents are created in collaboration with classroom teachers, TD Catalyst Teachers/Academic Facilitators, additional facilitators, and administrators. DEPs are shared with families at a minimum of two times a year, fall and spring. Parents receive copies of the document as well as presentation of the document. To best differentiate for individual students social and emotional needs, it is encouraged TD Catalyst Teacher/Academic Facilitators meet with parents individual to personalize that portion of the DEP. Electronic documentation is provided by each school to ensure all compliance matters are being addressed by the school lead. Documentation is maintained for a minimum of five years. Students who are identified grades K-1, are grade accelerated, or are twice-exceptional receive an Individualized Differentiated Education Plan (IDEP). These plans are developed with parents, teachers, counselors, administrators and other support staff to best support the student's unique needs. These documents are also maintained in paper formant in the cumulative folder as well as electronically for up to five years. At times, an IDEP can be used to design a plan for a student who may be performing well above grade-level or who needs remediation.

District goals are:

- Develop process to maintain TD Site-Based Committee documentation.
- Modify and update all communication documents, including appropriate language translations.

Standard Two: 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.

Summative Assessment Standard: Accomplished

Practice A: Adapts the NC Standard Course of Study 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 enrichments, extension, and acceleration

The Advanced Studies Department will continue to provide curriculum, coaching, professional development, and site-based support on how to best meet the academic needs of gifted and advanced learners in all settings. Data gathered indicates strong use of instructional and curriculum components at the elementary level, although not always consistent from school to school within our district. 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, as well as at the request of specific schools or Learning Communities on relevant topics in gifted education.

Elementary: The Talent Development Catalyst Model is the model implemented in elementary schools. This model is lead in each elementary school by the Talent Development (TD) Catalyst Teacher. The TD Catalyst Teacher serves as the lead advocate for gifted services within the school. The TD Catalyst Teacher works to ensure AIG identified and advanced students receive support to maximize growth and potential through the implementation of the Catalyst Model. The Catalyst Model focuses on collaboration, consultation and cluster grouping within the regular classroom environment. Through the implementation of these three core components, the TD Catalyst Teacher and classroom teacher(s) can create a systematic and sustainable learning environment designed to deepen, enrich, and grow our gifted and advanced learners within their classroom setting. Data analysis allows schools to maximize the use of the TD Catalyst Model to determine not only the readiness of AIG identified students, but also advanced students. Core components of the model are as follows:

- **Cluster grouping**- an inclusive practice allowing identified gifted students the opportunity to be placed or scheduled together for classroom instruction time. Cluster grouping gives classroom teachers and TD Catalyst Teachers the opportunity to provide more consistency in advanced instruction. A cluster is defined as five or more identified gifted students. In conjunction to clustering the AIG identified students, administrators, classroom teachers, and TD Catalyst teachers use multiple data, both quantitative and qualitative to determine other students who demonstrate a readiness for differentiated instruction. The classroom teacher receives strategic support from the TD Catalyst Teacher, such as co-teaching or lesson modeling/coaching. The grade level also receives support through collaborative planning and lesson modeling as needed. District-wide training for elementary classroom teachers who support the cluster of AIG students is provided three to four times a year. This training allows for classroom teachers to gain an understanding of AIG students' unique social, emotional, academic and developmental needs; basic instructional strategies found to be affective with AIG and advanced students; curriculum exposure; and the opportunity to observe the Catalyst Model in action through classroom observation and planning observation. The strength of the practice is to allow students the opportunity to work within an appropriate range of abilities and receive instruction differentiated to meet their needs in all academic areas. This practice also supports the social and emotional development of the gifted students (Brulles, D., Cohn, S. & R. Saunders, 2010). http://www.davidsongifted.org/db/Articles_id_10691.aspx
- **Collaboration**- an inclusive practice allowing the TD Catalyst Teacher the opportunity to work with classroom teacher(s) and/or grade levels to best support the curriculum implementation and instructional differentiation to best meet the needs of gifted and advanced learners. Collaboration should include instructional planning to ensure the differentiation of content is occurring and advanced curriculum is supplemented as needed. During this collaborative time, TD Catalyst Teachers, classroom teachers, facilitators, and administrators should analyze data for all students, including those identified as AIG. This data analysis allows for a holistic approach to be taken with all students who need to receive differentiation as a result of mastery. Differentiation with the Catalyst Model is not limited to identify AIG students, but is needed for all students demonstrating mastery. Data analysis should provide administrators, TD Catalyst Teachers, classroom teachers, and facilitators the opportunity to determine curriculum to be supplemented as well as instructional strategies to use for learning environments. TD Catalyst teachers can serve as a leader in guiding the recommendations as well as providing modeling of strategies when needed. Collaboration may also occur as co-teaching. The purpose of co-teaching is to allow an expert in gifted instruction and curriculum the opportunity to model, guide and support the classroom teacher in the regular classroom. Co-teaching may be delivered as one teach while one observes, station teaching, parallel teaching, alternative teaching or team teaching. <https://www.educateiowa.gov/sites/files/ed/documents/Iowa%27s%20Co-teaching%20and%20Collaborative%20Consultation%20Models.pdf>
- **Professional Development**- an inclusive, collaborative practice allowing the TD Catalyst Teacher the opportunity to provide professional development to staff as needed. The professional development can

be provided to teachers who lead the cluster grouped students, grade-levels, whole staff, parents, or any other relevant stakeholder group the administrator wishes to receive information regarding gifted and advanced students. Professional development sessions are designed using relevant, evidence-based practices in gifted education. Professional development sessions may be designed by district personnel or by TD Catalyst Teachers at a specific school. Resources are shared and modified based on the needs of the audience.

- **Curriculum Supplementation-** each school throughout the district is provided with relevant, evidence-based, 21st century curriculum designed to enhance the NCSCOS curriculum to meet the needs of gifted and advanced students. Curriculum implementation and planning should be supported by the TD Catalyst Teacher/Academic Facilitator. Curriculum is provided for all grade-levels. Curriculum provides students the opportunity to deepen their understanding of expected standards with challenging, but appropriate curriculum focused on building critical thinking, analytical thinking, conceptual thinking, collaboration, communication and writing skills across various content areas.
 - Curriculum resources are purchased from outside vendors. Prior to district-wide purchase, items are reviewed to determine level of alignment to the NCSCOS. Reviews of curriculum occurs with Talent Development Specialists, vendors, administrators, classroom teachers and TD Catalyst teachers/Academic Facilitators. Once curriculum is purchased work groups meet to create implementation guides that support the strategic alignment of the NCSCOS, and the curriculum guides provided by the district. Currently elementary schools have access to the following curriculum: *William and Mary Center for Gifted Literacy Units (multiple units for each grade-level grades K-5), William and Mary Center for Gifted Science and Social Studies Units (multiple units for each grade-level 3-5, various novels to accompany William and Mary units, M2 and M3 Mathematics Curriculum, Jacob's Ladder Primary-Grade 6, Hands-On Equations, and other supplemental resources.*
 - Curriculum resources are also developed internally to support the NCSCOS for our gifted and advanced learners. Based on needs, feedback from administrators, feedback from teachers, and best practice research, units are designed to support the critical thinking, analytical thinking, and conceptual thinking and 21st century skills of our learners. Currently teams of TD Catalyst Teachers and classroom teachers have worked to designed K-2 Concept-Based units, K-12 Vertical units to support the growth of the whole-child, problem-based units, and project-based units to support academic areas where curriculum could not be obtained. Designed units are written with a focus on enhancing the NCSCOS. Units are piloted, and edited prior to publishing for the district.
 - Professional training on curriculum implementation is provided to TD Catalyst Teachers at monthly meetings and annual workshops. As we have increased our efforts and focus on providing this professional training, we have seen an increase in curriculum implementation across grade-levels. Professional development is delivered by department specialists, external vendors, and TD Catalyst Teachers. Schools can also request additional professional development to build the understanding for the whole staff, specific grade-levels, gifted classroom teachers, and/or parents.
- **Other essential components-**
 - TD Catalyst Teacher(s) participate in monthly professional development TD Catalyst meetings
 - Daily planning time for TD Catalyst Teacher to design, research, collect, and develop lessons based on data of students and needs of classroom teachers
 - Scheduled compliance time to allow TD Catalyst Teachers to lead identification efforts for the school and meet state/district expectations
 - Flexible pacing of instruction
 - Access to data for all students for curriculum and instructional purposes, as well as identification screening purposes

- Administrative support through meetings discussing vision, mission and expectations; master schedule consideration; professional development opportunities; and other opportunities allowing the TD Catalyst to lead teachers, students, and parents

Middle School- Academic Facilitators are assigned to each middle school and attend frequent meetings throughout the school year lead by the Talent Development Secondary Specialist in conjunction with Content Specialists. Academic Facilitators guide instructional practice in middle schools, serving as a lead for regular classroom teachers on best instructional practices and curriculum for identified gifted and advanced students. Academic Facilitators receive on-going professional development on how to best meet the academic and social/emotional needs of gifted and advanced students through evidence-based curriculum and instruction. Multiple curriculum units are available in every middle school to provide teachers the opportunity to implement curriculum focused on building critical thinking, analytical thinking, and conceptual thinking across content areas to strengthen their understanding of standard curriculum objectives. Academic Facilitators also design and communicate *Differentiated Education Plans (DEPs)* for Mathematics and English Language Arts at the middle school level. They also serve as a lead for identification of middle school students.

- **Curriculum Supplementation**- each school throughout the district is provided with relevant, evidence-based, 21st century curriculum designed to enhance the NCSCOS curriculum to meet the needs of gifted and advanced students. Curriculum implementation and planning should be supported by the Academic Facilitator. Curriculum is provided for all grade-levels. Curriculum provides students the opportunity to deepen their understanding of expected standards with challenging, but appropriate curriculum focused on building critical thinking, analytical thinking, conceptual thinking, collaboration, communication and writing skills across various content areas.
 - Currently middle and high schools have access to the following curriculum: *William and Mary Center for Gifted Literacy, Science and Social Studies units (multiple units and novels to accompany units), Jacob's Ladder, Art of Problem-Solving, problem-based units, concept-based units, and Understanding by Design guide. District-designed units, project-based units, and concept-based units.*
 - Professional training on curriculum implementation is provided to Academic Facilitators at monthly meetings and annual workshops. As we have increased our efforts and focus on providing this professional training, we have seen an increase in curriculum implementation across grade-levels. Professional development is delivered by department specialists, external vendors, and Academic Facilitators. Schools can also request additional professional development to build the understanding for the whole staff, specific grade-levels, gifted classroom teachers, and/or parents.

High School- Each high school has an Academic Facilitator or an Assistant Principal of Instruction who is invited to attend professional development meetings lead by the Advanced Studies and Talent Development Secondary Specialists, in conjunction with district Content Specialists, regarding best practices for advanced students at the high school level. These meetings discuss instructional strategies to meet differentiated needs of advanced learners, social and emotional supports for secondary students, data analysis support for master scheduling, and how to help students best prepare for post-secondary paths.

- **AP Master Teachers**- A group of selected, experienced AP teachers who serve as a district lead for the appropriate content area. Teachers meet quarterly with the Advanced Studies Specialist to discuss relevant instructional practices to best meet the needs of AP students. Master Teachers then work to collaborate with each teacher in the district who teaches the same content area. AP Master Teachers serve as mentors to new AP teachers within the same content.
- **IB Coordinators** - IB Coordinators from the Middle Years Programme (6-10) and Diploma Programme (11-12) at the appropriate high school meet to discuss how to best support IB implementation for our advanced students.

- The Advanced Studies Department has assessed need and created relevant PD opportunities for teachers and leaders to take their instruction to the next level through various instructional approaches (inquiry-based learning, project-based learning, problem-based learning, scaffolding to increase rigor, etc.).
- The Advanced Studies Department continues to create PD to help further understand what the identification process looks like at the secondary level to maximize the potential of all students. (AP Potential, PSAT, multiple qualitative and quantitative data point analysis, etc.).

Other components to support instruction and differentiation in the district for identified gifted and advanced learners are as follows:

- K-12 Vertical Articulation Team- completing focused work on developing the academic, social and emotional benchmarks at each level to help ready a child for advanced coursework in the secondary setting. Units have been created for the secondary level as well as the vertical alignment of preparation.
- K-2 Nurturing Team- completing curriculum writing and professional development focused on analytical thinking and advanced language in grades K-2, through the design and implementation of concept-based units.
- Curriculum Alignment Teams- completing work focused on aligning math and literacy resources to district resources and documents, allowing gifted and advanced curriculum and resources implementation within regular classroom settings.

District goals are:

- Increase number of licensed AIG support staff at the secondary level.
- Work with Executive Staff to have each middle and high school communicate an action plan on how the needs of advanced students will be met. Included in action plan will be: AP advisement process, IB advisement process, honors advisement process, percentage of AIG students participating in an advanced course, number of AIG students on track to graduate, college and career readiness goals, and professional development goals for the staff.
- Continue to increase fidelity of implementation of the Talent Development Catalyst Model in elementary schools.
- Grow collaborative efforts with CMS Counseling Department to increase understanding of the unique academic, social, and emotional needs of gifted and advanced students at the elementary and secondary levels.

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.

TD Catalyst Teachers, Academic Facilitators, and Assistant Principals of Instruction are provided updated professional development on evidence-based practices throughout the school year at their leveled meetings. Teachers and facilitators are trained on how to design, implement, and model instructional practices with curriculum designed for gifted and advanced learners. Through professional development, specialists 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 is provided for schools, teachers, or facilitators who seek out further guidance from experienced staff. Instructional practices provided by classroom teachers, TD Catalyst teachers and academic facilitators are as follows:

- 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, telescoping, early entrance into kindergarten or college, credit by examination, and acceleration in content areas through such programs as 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, is also an example of acceleration.
- **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.
- **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.
- **Interest Centers/Groups-** Way to organize students to work together on learning activities or projects.
- **Jigsaw-** A cooperative strategy in which the teacher divides the text or a learning task into parts that individual students learn in order to teach to the rest of the group.
- **Learning Contract-** A signed agreement between student and teacher regarding specific tasks to be done by the student. A strategy used for compacting and differentiation of previously mastered curriculum.
- **Literature Circles-** Twelve steps of an authentic Literature Circle:
 - Students choose their own reading.
 - Small temporary groups are formed based on the book choice.
 - Groups meet on a regular, predictable schedule for discussion.
 - Students use written notes to guide both their reading and discussion.
 - Discussion topics come from the students, not the teacher.
 - Group meetings strive to become open, natural conversations about books.
 - Students take on a rotating task of distinct roles.
 - The teacher serves as the facilitator and not as a group member or instructor.
 - Evaluation is by teacher observation and student self-evaluation.
 - A spirit of fun about reading pervades the room.
 - When books are finished, readers share with their classmates and new groups form around new reading choices.
- **Multiple Intelligences-** Theory developed by Dr. Howard Gardner that includes eight different intelligences: verbal/linguistic, bodily kinesthetic, spatial, musical/rhythmic, interpersonal, intrapersonal, logical/mathematical, naturalist. Students need the chance to work in all intelligences, especially their strongest intelligence.
- **Questioning Strategies-** Using high-level, open-ended questions meant to challenge thinking and learning.
- **Paideia/Socratic Seminar-** Question and discussion format that builds and maintains critical thinking as part of 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 text, and express ideas with clarity and confidence.

- **PNI or PMI: PNI (Positive/Negative/Interesting) or PMI (Positive/Minus/Interesting)** - A critical thinking strategy to help make an effort to find the advantages, the disadvantages, and the interesting points about an idea.
- **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 21st century skills as well as 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 (Santa, 1988) 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 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.¹
- **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-** TABA 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.

District goals are:

- Increase communication across the district by utilizing Learning Community meetings to communicate best practices for placement, master scheduling, instruction, programming, and other components associated with creating the best academic environment for gifted and advanced learners
- Provide training and AIG licensure opportunities to staff at all levels in the district
- Create support documents for administrators, Learning Communities, teachers, and facilitators regarding best practices for gifted and advanced students K-12

Practice C: Selects and uses a variety of research-based supplemental materials that augment curriculum and instruction.

The CMS Advanced Studies Department currently offers a variety of curriculum resources for all content-areas at all levels, K-12. Curriculum provided by the department provides differentiated curriculum aligned to provide appropriate challenge, while maintaining and reinforcing expected curriculum standards. Professional development is designed or provided for each curriculum component purchased and shared with appropriate stakeholders.

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

Curriculum resources currently offered for gifted and advanced students are:

- Center for the Gifted Math, Literacy, Science and Social Studies Concept-Based Units
- Novel Studies to support unit implementation
- Hands-On Equations
- Problem-Based Units of Study
- Art of Problem Solving
- District designed K-2 Concept-Based Units
- Caesar's English
- Jacob's Ladder
- Project-Based Units of Study
- Primary Education Thinking Skills
- M2 Mentoring Young Mathematicians
- M3 Mentoring Mathematical Minds

District goals are:

- Align supplemental curriculum resources to district scope and sequence documents
- Provide updated professional development for all curriculum materials
- Create lead classrooms where materials and instruction are practiced
- Create a greater awareness of materials and resources available to administrators and Learning Community representatives

Practice D: Fosters the development of 21st century content and skills at an advanced level.

The CMS Advanced Studies department works in conjunction with the district to support the development of 21st century skills for our gifted and advanced students. Gifted pedagogy focuses on relevance of curriculum and instruction that provides students the opportunity to foster and develop critical thinking and collaborative skills. Professional development and curriculum provided focuses on concept-based units, problem-based learning, project-based learning, and other evidence-based practices. Through intentional design and exposure, our teachers are provided relevant 21st century instructional strategies and curriculum. Professional development is also provided to classroom teachers, administrators, and curriculum specialists to bridge the practice into all classroom environments. Other programs supported by the department to foster 21st century skills are *International Baccalaureate (IB)*, AVID, and AP Capstone. Each of these programs provided at the secondary level encourage communication, collaboration, and service.

Goals for the district:

- Expand professional development opportunities focused on 21st century instruction for classroom teachers across all programs
- Increase the number of secondary teachers and facilitators licensed as AIG by the state of NC
- Continue to build professional development focused on 21st century skills
- Develop an expansion plan for special programs designed to foster 21st century skills: IB, AVID, and AP Capstone

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

TD Catalyst Teachers, Academic Facilitators, and other relevant stakeholders work comfortably with formal and informal assessment data to determine groupings and make relevant academic decisions. Opportunity for growth presents itself through the impact of informal assessments on curriculum design and flexible grouping.

TD Catalyst Teachers and Academic Facilitators are encouraged to use CogAT, EOG, EOC, MAPS, Reading 3D benchmark assessments, classroom observations, rubrics, pre and post assessments to determine readiness and mastery of students. TD Catalyst Teachers and Academic Facilitators are encouraged to monitor not only identified AIG students but other students who may demonstrate consistency in above-grade level performance. To implement the best instructional strategies as well as best select curriculum, teachers must pre-assess students. Various forms of pre-assessments are encouraged such as entrance tickets, writing samples, multiple choice, interest inventories, etc. 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 student met expectations of the differentiated curriculum as well as maintained proficiency.

Assessments, both formal and informal, often provide evidence for the Talent Development School-Site Based Committee evidence needed to determine reassessment for AIG identification. Consistent communication, updates, and management of a school data tracker is relevant in leading the Talent Development Program at each school.

Strategic professional development has occurred in analysis of CogAT results. As we use this as the universal screener for our identification process, it is a unique data point we have all students. 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, as well as identify students with high academic potential. These results have become active as part of the data driven instructional process with our elementary schools.

At the high school level we strategically use ACT, PSAT, classroom performance, EOC, NC State Finals, and data provided by College Board to best recommend appropriate courses for students. Working with our accountability team, we are creating a student profile for our portal to blend all relevant data points for students to create a snapshot for students. These snapshots will be accessed by principals, counselors, and teachers to make the best recommendation for courses based on 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, as opposed to advancement of the curriculum.

Goals for the district:

- Provide TD Catalyst Teachers, Academic Facilitators, and other relevant stakeholders professional development on flexible grouping, curriculum compacting, and opportunities to enrich and deepen the curriculum.
- Work with secondary stakeholders on data analysis of EOC, EOG, PSAT, ACT, SAT, and other data reports which provide relevant information regarding course scheduling and strengths of the students.
- Analyze district EOG results to determine schools where program implementation results in growth of gifted and advanced students. Evaluate school's program to determine how to create greater impact across the district.

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

Gifted students have a unique set of social and emotional needs. If these needs go unsupported or unaddressed, gifted students are often unable to meet their greatest potential, as the social and emotional needs have a tremendous impact on academic success.

Currently we offer the follow curricular and instructional practices which support the social and emotional needs of AIG students:

- Professional development resources, for teachers, parents and students, in each building that provide basic information on ways to support AIG students social and emotional concerns
- Topic based presentations at monthly TD Catalyst meetings and Academic Facilitator Meetings
- Partnering with the Counseling Department provide professional development and resources on how to support special needs of AIG
- Parent Seminars available upon request
- Inclusion of AIG students on the Early Warning Indicator System to identify students who are at risk for not graduating
- Partnerships with Accountability Department to provide data linkage reports, linking PSAT, ACT, SAT, and other data points to help make appropriate course recommendations
- Differentiated Education Plans that target Social and Emotional Support suggestions if a student is struggling. Support suggestions may be: Girls on the Run etc.

As a district, we need to become more strategic in putting support systems in place to address the social and emotional needs of our gifted students. Although addressed at TD Catalyst Teacher, Academic Facilitator, and Assistant Principals of Instruction meetings, greater awareness needs to occur regarding the social and emotional needs of our gifted students. Partnerships, both internal and external, must be created and/or strengthened to better meet the needs of our gifted and advanced students.

District goals are:

- Develop training provided to counselors focused at each level - elementary, middle, and high school - with targeted strategies to implement.
- Coordinate more strategic supports for transitional years, for example grade 5 to grade 6 and grade 8 to grade 9
- Provide updated communication and parent night presentations to all stakeholders
- Work strategically with parent groups to determine better ways to support gifted students
- Identify and develop partnerships with local agencies to create opportunities for gifted students who may need to increase motivation or engagement.
- Identify gifted students who may be at risk and implement strategic supports to help them meet their greatest potential.

- Ensure learning environments are created to support appropriate social and emotional needs of gifted learners.
- Create an awareness through professional development with administrators on how to better support the gifted learner.

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

CMS has worked diligently over the course of three years to create strategic supports for all students in grades K-2. A focus on nurturing and exposing these students to advanced vocabulary and analytical thinking is relevant in helping these students accurately identify as gifted, and receive the most appropriate academic differentiation. Concept-based units have been created for three of the four quarters, with the fourth unit being developed during the summer of 2016. These units are designed by TD Catalyst Teachers in collaboration with classroom teachers to extend and enrich the standards in multiple content areas for each grade-level. Each unit can be taught in part or in whole. The purpose of the units is to provide an opportunity for students at a young age to engage in concept-based learning relevant to the grade level curriculum. Other curriculum supports were purchased for the K-3 students to support development of critical thinking skills. Those curriculum pieces are: Primary Education Thinking Skills, M2 Units designed by the College of William and Mary, and Primary Jacob's Ladder. Professional development has also been designed and delivered to increase relevant instruction for the K-3 students.

CMS also has six Learning Immersion/Talent Development (LI/TD) magnet programs. In these classrooms, instruction is often lead by a licensed AIG teacher. Classroom teachers, LI/TD Coordinators, and TD Catalyst Teachers work collaboratively to provide enriching and relevant instruction, exposing these students to gifted curriculum and instructional strategies throughout the day. Curriculum provided to LI/TD magnet programs also include Junior Great Books in addition to the curriculum provided to other elementary schools.

District goals are:

- Continue to write, design, pilot, and publish concept-based units designed for grades K-2.
- Develop communication tools for relevant stakeholders on characteristics of young gifted, advanced and creative thinkers.
- Provide professional development on instructional design focused on growing young gifted students.
- Continue working with strategies from the K-12 Vertical Team lesson bank to build a foundation for success beginning in kindergarten.

Practice H: Collaborates with AIG personnel and other professional staff, including regular education teachers, special education teachers, and other instructional staff, and administrators to develop and implement differentiated curriculum and instruction.

The Advanced Studies Department is housed within the Learning and Teaching and Office of School Performance Departments in Charlotte-Mecklenburg Schools Central Office. This organization allows for ongoing collaboration to occur with a variety of stakeholders who make an impact on gifted and advanced instruction.

Monthly meetings occur between directors, specialist and other support staff from various departments to share current practices and identify opportunities for alignment of work. From these meetings, working groups develop to address instructional and curriculum needs of our district. Collaboration may occur between principals, specialists, classroom teachers, facilitators, or content specialists. Opportunities are then designed and developed around the area of need with all levels of differentiation considered. This information is then

shared out with schools at Instructional Leadership Team meetings held every six weeks. Office of School Performance is a specific meeting held quarterly to provide collaborative opportunities on how to best instruct the whole child.

Focused efforts have been placed on collaborating with curriculum content specialists to support initiatives within both departments, as well as special service departments such as Magnet Programs, ELL, and EC departments. Through these relationships, we aim to create cohesive communication, advocacy, and increased program fidelity. At the school level, more consistency has been reported with meetings held by TD Site-Based Committees. Encouragement of these meetings will continue, as well as requiring documentation of meetings.

District goals are:

- A. Increase partnerships and collaboration with school counseling department and Learning Community departments.
- B. Develop a communication model for internal stakeholders to share key components of Talent Development Catalyst Model.
- C. Align gifted and advanced curriculum resources with district initiatives and resources.
- D. Increase professional development opportunities for classroom teachers in the regular education setting.
- E. Continue to reinforce the use of Talent Development Site-Based Committee to make decisions regarding identification, referrals, and other relevant compliance documents.
- F. Encourage participation of TD Catalyst Teachers, Academic Facilitators, and other relevant instructors of gifted education on Instructional Leadership Teams for the district.
- G. Increase collaborative planning opportunities for TD Catalyst Teacher and Academic Facilitator at the school level
- H. Collaborate with CMS Magnet and Accountability Departments to complete an LI/TD Program Evaluation

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

Article 9B requires each LEA to create and implement a gifted plan for education. To ensure that the plan is followed and appropriate services are being delivered to identified gifted students, documentation is required by each school. Differentiated Education Plans (DEPs) are used to determine which components each school will implement in Reading/English Language Arts and Mathematics for the year. These documents are created in collaboration with grade-level representation, administrators and other relevant support staff. Once developed, these documents are shared with parents at one of two required annual meetings. Documentation for the meetings and the DEP are required uploads for each school for a minimum of two meetings a year. Translations are provided, as needed. DEPs are provided for each identified child and stored in his/her cumulative record. It is encouraged that articulation occur from elementary to middle and middle to high transitions.

Individual Differentiated Education Plans (IDEPs) are created for students who demonstrate a unique need. Often these students have been grade accelerated, identified as gifted prior to the second grade through outside testing, or are twice exceptional. IDEPs can be created as needed by a TD Site-Based Committee if they feel a child has demonstrated needs that are not met on the DEP.

Performance Reviews are also gathered annually for each identified gifted child in grades K-8. These documents are completed collaboratively with classroom teachers, subject area teachers, TD Catalyst Teachers, and Academic Facilitators. These documents are shared with parents, the Advanced Studies Department, and are filed within the student's cumulative record.

High school programs are monitored through the AP Course Audit, Honors Course Audit, and IB Programme Evaluation. We are working to develop plans to help high school counseling and administrative teams transition their gifted and advanced students appropriately.

District goals are:

- Increase communication with all external stakeholders at all levels.
- Increase fidelity of the IDEP and DEP documents and how the program and services are implemented based on what is reported.
- Create a more structured and documented high school document to support students, parents, and teachers.
- Provide more clarity in communication for all stakeholders.

Standard Three: 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.

Charlotte-Mecklenburg Schools' Advanced Studies Department employs four central office specialists and one director dedicated to coordinate, lead and support the district AIG plan and program. The Director and Specialists working out of the Advanced Studies Department are required to obtain AIG license and encouraged to pursue an advanced degree relevant to his/her role. Additionally, each elementary school receives direct support from an AIG licensed TD Catalyst Teacher for a minimum of two days per week. These teachers are responsible for leading the Catalyst Model in a school to best meet the needs of the school population. Core components of each school program are cluster grouping, collaborative planning, supplementation of curriculum with evidence-based gifted curriculum, professional development, and compliance/identification components. In middle and high schools, we work collaboratively with Academic Facilitators and Assistant Principals of Instruction to provide professional development regarding best practices for gifted and advanced students. Advanced Studies Department Specialists and the Director also work with secondary schools one-on-one to develop appropriate professional development plans, provide guidance on master scheduling using available data, and provide advanced curriculum to support the needs of gifted learners.

Director of Advanced Studies/Talent Development/AVID

- Ensure programming, goals, and initiatives support AIG Plan
- Lead and coordinate work for the district focused on the AIG Plan goals
- Support Specialists and programs to obtain goals
- District lead on Credit by Demonstrated Mastery (CDM)
- Manages, monitors, and plans budget to support AIG Plan
- IB Communication, Training, Authorization Visits
- Facilitate appeals for TD Identification and Horizons
- Coordinate LI/TD Parent Night
- Coordinate Julia Robinson Mathematics Festival in conjunction with UNCC
- Collaborate and support World Language High Fliers Initiative with UNCC
- Coordinate TD Cohort for AIG Licensure with Queens University and the University of North Carolina Wilmington

Talent Development Elementary Specialist

- Lead Elementary TD Catalyst Program
- Lead New TD Catalyst Teacher Program
- Support LI/TD Magnet Theme
- Plan and facilitate monthly TD Catalyst Teacher Trainings
- Manage MyTalent Elementary Talent Development Training
- Lead K-2 Nurturing Program
- Facilitate K-12 Vertical Team
- Manage TD Catalyst Teacher Placement
- Plan and facilitate LI/TD Magnet Institute
- Coach and support TD Catalyst Teachers
- Support school implementation of TD Resources
- Provide District/School Professional Development
- Support TD Identification Process
- Support Second Grade Portfolio Process
- Support ELL Portfolio Process
- Recommend curriculum for high ability and gifted learners
- Manage CMS Talent Development Standards Inventory
- Facilitate Summer Extended Employment Work Groups
- Support elementary extracurricular activities for advanced learners

Talent Development Compliance Specialist

- Lead and conduct assessments used to identify academically gifted students following the identification procedures established by the CMS Gifted Plan.
- Coordinate Fall TD screening for all CMS 2nd grade students.
- Coordinate Spring TD screening for CMS 1st grade students with an informal opportunity.
- Coordinate re-screening of grades 3-5 students.
- Maintain data system for TD Department by entering AIG data for the district, as required by the state.
- Plan and coordinate February Portfolio Assessment
- Plan and coordinate ELL Portfolio Assessment
- Conducts internal audits of Differentiated Education Plans (DEP)/Individual Differentiated Education Plans (IDEP) files and documents utilized to evaluate program quality.
- Maintain accurate testing data and documentation for AIG identified students.
- Communicate and provide support to parents of identified students.
- Support and prepare professional development for principals, Elementary TD Catalyst Teachers, Academic Facilitators, etc. to support a variety of needs.
- Support Elementary Specialist, Secondary Specialist and Advanced Studies Specialist in any large projects.
- Provide school and district professional development
- Collaborate with Student Placement Office concerning Talent Development magnet schools application process/coordination of eligibility.
- Support TD Catalyst Teachers and Magnet Coordinators in curriculum and planning
- Support data analysis for schools by request
- Support in TD Catalyst Teacher placement and interviewing
- Support schools during Early Entry to Kindergarten
- Support schools during grade acceleration with the Iowa Acceleration Scales

Talent Development Secondary Specialist

- Co-facilitate Middle School Academic Facilitators professional development training and meetings
- Co-facilitate High School Academic Facilitators and Assistant Principals of Instruction professional development training and meetings
- PD for TD department - organizes and houses PD presentations K-12
- Coordinate hiring, budget, registration process and running of the Spectrum of the Arts program
- Coordinate registration process and running of the Mathapalooza program
- Coordinate Horizons - oversee applications, schedule committee meetings, develop and implement policies of program, communicate and market program, attend Barringer and Randolph open houses and parent nights to support program, facilitate Horizons Seminars at East Mecklenburg High School
- Support Elementary Specialist and TD Compliance Specialist on projects - present information about Horizons, Mathapalooza, and SOTA at Elementary TD meetings
- Support K-12 Vertical Team
- Development, design and management of TD Weebly (TD, Middle School and High School and Advanced Studies Website (CMSLearns))
- Management and upkeep of CMS Advanced Studies main public webpage
- Create media marketing tools for TD department (flyers/posters, website, videos, etc.)
- Coordinate Governor's School application process for the district
- Participate as a TD Department representative on Learning & Teaching Framework Steering Committee
- IB PYP and MYP curriculum and support, as needed
- Support school implementation of TD resources in middle and high school
- Recommend curriculum for high ability and gifted learners

Advanced Studies Specialist

- Act as AVID District Director - conduct District Leader Trainings, facilitate & plan Site Team Meetings, coordinate Summer Institute, conduct AVID site visits, provide district data requests, assist schools through AVID certification, manage AVID course codes
- Act as AP Coordinator - facilitate & plan AP Alliance Meetings, coordinate AP Summer Institute, conduct AP Site visits, provide AP district data requests, conduct AP Course audit, coordinate AP one-day training
- Support K-12 Vertical Team
- Co-facilitate Middle School Academic Facilitators professional development training and meetings
- Co-facilitate High School Academic Facilitators and Assistant Principals of Instruction professional development training and meetings
- Acts as AP Coordinator
- Act as a contact for Honors programming
- Coordinate API (Assistant Principal of Instruction) Meetings
- IB MYP & DP curriculum & support, as needed
- Support school implementation of TD resources in middle and high school
- Recommend curriculum for high ability and gifted learners

District goals are:

- Increase number of licensed support staff at middle and high schools
- Add an IB district lead teacher to support programming specific to IB at all levels (PYP, MYP and DP)

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

Specialists in the Advanced Studies Department provide multiple levels of professional development for teachers, administrators, support staff, and facilitators in the district. Scheduled monthly and quarterly meetings deliver updated research related to best instructional practice and evidence-based curriculum for gifted and advanced studies. The Advanced Studies Department also offers a suite of professional development options a school, Learning Community, or department can request. These opportunities provide in-depth training on instructional practice and curriculum materials. Trainings are often individualized for specific or targeted populations at a specific school, and are delivered over multiple sessions.

Based on feedback gained from a collaborative principal group, new professional development has been designed for classroom teachers to deepen their understanding of gifted practice. The professional development is geared for specific grade level ranges and shares not only best practice, but provides a foundation for understanding the characteristics of gifted students. By combining foundations of gifted education with instructional practice, teachers have the opportunity to gain a beginning understanding of the uniqueness of the gifted child.

Professional development opportunities from lead researchers in gifted education is also a focus of the Advanced Studies Department. Speakers and trainers are brought in to support instructional practice and curriculum purchased by the district. These opportunities are opened not only to TD Catalyst Teachers and Academic Facilitators, but also to classroom teachers, administrators, facilitators, and other relevant parties. The Advanced Studies Department also works to provide TD Catalyst Teachers and Academic Facilitators the opportunity to attend state, national, and content-specific trainings when the opportunity presents itself. Trainings and conferences often attended are: North Carolina Association for the Gifted and Talented (NCAGT), National Association for Gifted Children (NAGC), William and Mary training, Confratute (UCONN), trainings provided by North Carolina universities, College Board events, AVID Summer Institute, AP Summer Institute, IB specific trainings, and Magnet Schools of America (MSA).

The Advanced Studies Department also sponsors the opportunity for teachers, facilitators, administrators, and specialists to obtain a state AIG teaching license. Two options are currently provided. Option one is a partnership with Queens University of Charlotte for face-to-face instruction. Option two is opportunity to apply for financial aid in obtaining the license through an accredited North Carolina University via online courses.

Goals for the district:

- Increase number of licensed staff at secondary sites throughout the district
- Provide updated and relevant training for classroom teachers and administrators K-12
- Target populations and stakeholders who need professional development training regarding social and emotional needs of gifted and advanced learners
- Update and redesign professional development available to administrators regarding best practices in gifted education and implementation of the Talent Development Catalyst Model
- Design specific professional development for counselors focused on social and emotional needs as well as transitioning students from grades 5-6 and 8-9

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

After reflection and feedback we have determined that professional development is a way we can grow our teachers and create more teacher-leaders in gifted education across the district. TD Catalyst Teachers are required to gain

license by the State of North Carolina within three years of assuming the role as TD teacher. Academic Facilitators are encouraged to obtain AIG licensure. As a district, we work to provide training for elementary classroom teachers on instructional practices, curriculum, and social/emotional needs. We are also working to design an online progression of courses, blending the DPI Booster Shots with CMS designed courses that is required by all teachers who work with advanced or gifted students.

District goals are:

- Provide updated professional development for schools focused on general characteristics and best practice for gifted instruction
- Work with district personnel to create a number of required trainings for administrators
- Provide Advanced Studies Learning Seminars inviting classroom teachers and administrators from all levels to attend sessions based on need or interest
- Create varied resources for teachers and administrators communicating best practice for gifted and advanced students

Practice D: Places AIG students in general education classrooms with teachers who have earned an AIG add-on license from an Institute of Higher Education (IHE) or who have met the LEAs professional development requirements for that position.

Administrators at each school use multiple qualitative and quantitative data points to complete placement of AIG students into regular classrooms. Also to be considered when placing AIG students, is the capacity of the classroom teacher. Teachers who have the AIG cluster are encouraged to be licensed by the state. If unable to obtain license, it is encouraged the teacher co-teach with the TD Catalyst Teacher to begin to develop an understanding of the instructional practices and curriculum to utilize to best meet the diverse needs of AIG identified students. The district provides multiple opportunities for teachers to receive funding for AIG license obtain. The district is also designing a series for courses to offer electronic professional development for classroom teachers at all levels to provide guidance on best practices to use with AIG identified and advance students. TD Catalyst Teachers are encouraged to provide guidance and information to administrators regarding the cluster model, and current performance of AIG identified students. Information encouraged to share by TD Catalyst Teachers includes academic performance, motivation, and social and emotional development. Administrators are encouraged to cluster 5 to 8 identified AIG students together to allow for ongoing differentiation to occur to best meet the academic needs of the students. If a school has small numbers of AIG identified students, administrators are encouraged to balance the clusters with other advanced students, as well as provide common time for advanced and AIG students to work together on the grade-level. 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 need for advancement and differentiation is demonstrated on pre-assessments.

The Advanced Studies Department has focused efforts on increasing the number of licensed educators and facilitators in the district who work with a cluster of identified gifted students or teach an advanced course at the secondary level. Professional development for elementary teachers, organized by grade ranges, will continue to occur and be expanded. This opportunity provides a foundation for classroom teachers on not only the best instructional practices for gifted, but also instruction on how to best meet their social/emotional needs and recognize gifted traits in underrepresented populations. Expansion of the cohort to include varied methods of attendance will also increase the number of teachers in the regular classroom who possess AIG licensure.

District goals are:

- Develop a training plan for each school allowing administrators and teachers the opportunity to identify needs specific to their building
- Work with district personnel to create a number of required trainings for administrators

- Create varied resources for teachers and administrators communicating best practice for gifted and advanced students
- Increase diversity of individuals participating in AIG cohort opportunities

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

The Advanced Studies Department works in designing and aligning professional development to support goals of the AIG Plan, support NCSCOS, as well as incorporating district initiatives and best practices for gifted education. Professional development is designed to be interactive and collaborative to maintain engagement of participants. Professional development is individualized for specific school(s), when requested, to increase relevance for the targeted population. The Department encourages participants and relevant stakeholders to evaluate professional development on a regular basis. This feedback allows specialists within the department to redesign professional development opportunities to increase relevance and engagement. Work groups exist to create supporting documents and professional development that align district curriculum and initiatives to the curriculum and instructional methodology designed to meet the needs of gifted and advanced students.

Specific examples of where alignment has occurred is as follows:

- Instructional Leadership Team- Advanced Studies Team in partnership with literacy, EC and EL have worked to design PD focused on questioning, listening and speaking skills, and utilizing gifted curriculum to promote academic conversations.
- K-2 Nurturing- TD Catalyst Teachers in partnership with classroom teachers and literacy facilitators have worked to designed four concept based units for each grade-level K-2. These units are designed to foster advanced vocabulary and analytical thinking skills. Units align to the NCSCOS and can be taught whole unit or by individual lessons.
- K-12 Vertical Alignment- Teachers and facilitators from all levels K-12 are working in cross functional groups to align lessons, video modeling, and curriculum to identify and support the development of skills needed for success in advanced classes at the secondary level.
- Literacy Scope and Sequence- Teachers and TD Catalyst Teachers have worked to align AIG instructional practices and curriculum to the district scope and sequence. Examples of lessons, rubrics, etc. are provided to encourage practice for classroom teachers.

District goals are:

- Continue to maintain a high level of engagement and relevance in professional development design
- Develop opportunities for administrators to attend professional developments
- Provide resources to participants that support practice in the classroom or school

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

Professional development for TD Catalyst Teachers and Academic Facilitators are held routinely by Advanced Studies Specialists. These meetings are a collaborative opportunity where teachers engage in a professional development opportunity that they can lead at a later date within their own schools. Collaboration and PLCs are utilized at these meetings to provide opportunity for collaborative planning. These meetings provide the opportunity for articulation across schools and programs, increasing the depth and understanding of program implementation for TD Catalyst Teachers and Academic Facilitators. Specialists also participate and lead work groups that involve classroom teachers and facilitators. These work groups collaboratively plan and develop both curriculum and professional development. Information developed during these work groups is later piloted at

schools, assessed, and revised based on feedback prior to delivering to all relevant schools in the district. Specialists, classroom teachers, and facilitators also attend state and national conferences together. During and after these trainings or conferences, collaboration occurs on how to best develop relevant professional development for classroom teachers and administrators.

District goals are:

- Develop a model TD elementary school(s) to allow for on-site professional development to occur, followed by classroom observations
- Create more opportunities for classroom teachers to become involved in professional development
- Increase opportunities for specialists, facilitators, and teachers to attend relevant national and local trainings

Standard Four: 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 classroom environments, grade levels, and settings.

CMS offers use the Talent Development Catalyst Model at the elementary level to provide comprehensive programming to ensure AIG students are receiving services to adequately meet AIG students' academic, social/emotional, and motivational needs. This model is led by the Talent Development Catalyst Teacher in each elementary school. Collaborative work occurs between the TD Catalyst Teacher, Administrators, Classroom Teachers, Counselors, and Parents to ensure all needs are met.

Middle schools receive services through the support the Academic Facilitators. Academic Facilitators receive specific, ongoing training in how to best lead content area teachers on best practices for AIG identified and advanced students. Academic Facilitators also partner with counselors to ensure social and emotional needs are considered when working with middle school students.

High school students receive differentiation through content area and various programs. CMS offers IB programming, AVID programming, AP Capstone, and partnerships with local universities to ensure the academic needs of AIG students are met.

Comprehensive gifted programming is an opportunity for growth for CMS. Our target areas for improving comprehensive programming are as follows:

- Talent Development Catalyst Model Guide- The purpose of this document will be to provide a reference tool for the Catalyst Model and provide new research on why the model is a form of best practice for gifted and advanced students. Included in the document will be descriptions of services, supplemental curriculum summaries, and examples of schedules to support the model. The document will also create a walkthrough rubric to support monitoring of program expectations. An additional goal is to add schools the opportunity to visit a model TD elementary school.
- Professional Development, All levels- Through the use of Learning Seminars we will instruct and guide administrators, classroom teachers, and facilitators on program implementation strategies to strengthen services offered to identify gifted and advanced students. Focused trainings will be on best practice in gifted programming, social and emotional supports for gifted and advanced learners, using data to drive your schedule, and how to maximize student potential.
- School Training and Support Plans- Through collaboration with district personnel, we will work to have schools submit training and support plans. These plans will discuss support plans for identified gifted

students, as well as identify their training needs. These documents will work in collaboration with IDEP and DEP documents.

- Learning Immersion/Talent Development- In collaboration with the Magnet Department and program coordinators, we will work to develop set standards on program implementation. These standards will provide clear expectations for the program focused on curriculum, instruction, scheduling, and other components relevant to the LI/TD magnet programs. The goal of the document is to increase fidelity in program implementation.
- International Baccalaureate- In collaboration with the Magnet Department and program coordinators, we will work to increase program fidelity by instilling strategic training and understanding of the IB programme. We will work to create walkthrough rubrics, as well as opportunities for school visits to encourage best practice in regards to IB standards and expectations. We are also looking to add the IB Career Programme to all sites that offer the Diploma Programme (DP).
- AVID- Our goal with the AVID program is to create alignment between middle and high school AVID programs. This alignment will allow participating students the opportunity to maintain participation in the program.
- AP Courses- Our goal with AP courses is to build capacity of not only new teachers but also veteran teachers. Through collaboration with local universities we hope to create partnership opportunities for teachers to receive ongoing seminar opportunities. These opportunities will be designed to help teachers identify needs of students and how to scaffold appropriately. Our focus with administrators will be to accurately use CollegeBoard reports to generate course offerings relevant and appropriate for school population. CMS will also have one high school participating as an AP Capstone beginning in 2016-2017. Discussion for expansion of this opportunity will occur to see which schools and students may benefit from adding the opportunity.
- Other Programs, Supports, and Opportunities to Expand and Maintain
 - Special Programs- Spectrum of the Arts, Mathapalooza, Julia Robinson STEM Festival, Math Olympiad, etc.
 - Horizons- Continue annual evaluation of our highly gifted program to ensure students are accurately identified and placed. Work to evaluate curriculum and instructional practices offered to these students.
 - Grade Acceleration Support
 - Early Entry to Kindergarten Support
 - K-2 Nurturing Program/Curriculum
 - Credit by Demonstrated Mastery
 - North Carolina Governor's School

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

Although we are working towards strengthening comprehensive programming, especially at the secondary level, services are aligned with identification, goals, and resources. Students may be identified as gifted in math only, reading only, academically gifted, and intellectually gifted. Resources provided by the department are focused on all content areas, including social studies, science, and the social/emotional needs of gifted students. Programs and goals of the department focus on meeting the needs of the whole child to help him/her achieve academic success and readiness. DEPs are designed to provide academic, environmental, and extracurricular opportunities, as well as social/emotional support.

Specific examples of district efforts to provide resources, programs and services matched to needs of gifted learners are as follows:

- Learning Immersion/Talent Development Magnet Programs- Schools that provide homogeneously grouped classrooms for AIG identified student's grades 3-5.

- International Baccalaureate- K-12 programming that provides students opportunity to focus on the development of leadership, global awareness, and service through concept-based instruction. Program exists at multiple schools with expansion occurring to include the Career Programmes to be more inclusive in grades 11-12.
- AVID- Programming that is blended with advanced courses grades 6-12 to provide strategic skills focused on literacy, writing, leadership and organization. Expansion is being considered for elementary.
- Horizons- a program designed for profoundly gifted students. Admission is granted through an application process that assesses student's performance in math, literacy and writing. Program provides student centered instruction at a highly accelerated pace.
- AP Capstone- Program newly implemented in specific high schools, with expansion being considered. Offers strategic writing, research and 21st century skills to students who demonstrate potential for success in multiple AP courses.
- Cambridge- Program designed to allow students the opportunity to study an international curriculum through a critical lens, demonstrating mastery of a variety of subjects.
- Special Programs- These programs/events offer support in specific content areas Mathapalooza, Spectrum of the Arts, Julia Robinson STEM Festival, and Odyssey of the Mind, National Chess Tournament, Governor's School, and Math Olympiad.

District goals are:

- Increase comprehensive programs offered at the secondary level to increase alignment of overall goals for identified gifted students
- Communicate best practice and supports available for gifted programming to all stakeholders

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

Increased collaboration between the Content Specialists within the Learning and Teaching Department and TD Specialists has resulted in curriculum and professional development opportunities to support gifted and high ability students that aligns to district expectations. Professional development is often delivered in collaboration with said Content Specialists to allow TD Catalyst Teachers, Academic Facilitators, and Assistant Principals of Instruction the opportunity to see the connection between advanced curriculum and the content standards.

The district use of Instructional Leadership Teams (ILTs) this year has increased the opportunity for all levels, K-12, to collaborate on how to meet varying needs of students within their buildings. Through the design of ILT meetings, AIG specialists are able to collaborate with individual schools, sharing instructional strategies and curriculum on how to best meet the needs of gifted and advanced students. Articulation also occurs between schools, regardless of the level, which allows Learning Communities to identify overall needs of their student population.

Elementary schools are encouraged to implement cluster or flexible grouping of gifted and advanced students to provide opportunity for students to receive differentiated instruction and curriculum throughout the day. TD Catalyst Teachers are confident and empowered, using available data in schools, in determining the appropriate level of instruction and grouping. However, there is still room for growth. To support elementary schools, work lead by TD Catalyst Teachers, classroom teachers, and facilitators is being completed to align supplemental curriculum for literacy, math, science and social studies to district scope and sequence documents. Administrators will also receive updated information regarding the Catalyst Model.

At the secondary level, there is growth through discussion of how to best meet the needs of our advanced students. Increased curriculum supports and professional development has been provided to encourage strategic programming for these students. We will continue to provide strategic support, evidence-based curriculum materials, and professional development for the secondary level.

District goals are:

- Increase the collaborative opportunities with Content Specialists and TD Specialists
- Develop strategic professional development opportunities and training plans for the secondary level

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.

Currently, teachers and administrators have access to the AIG plan and are provided updates on initiatives, as needed. Based on feedback from administrators, TD Catalyst Teachers, Academic Facilitators, Learning Community Executives, and other stakeholders, more information regarding services, instruction, regulations and goals of the AIG plan is desired.

District goals are:

- Develop written and electronic communication that describes different instructional strategies for gifted students as well as different curriculum pieces offered by the Advanced Studies Department.
- Provide updates regarding progress towards goals.
- Ensure communication of the AIG Plan is provided to all relevant stakeholders.

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

Based on available data, this practice is an area where an opportunity and need for growth is prevalent. Currently, practices for transitioning students are inconsistent across the district. Although articulation may occur within certain matriculation patterns, little communication is occurring on a consistent basis. This is a practice we feel needs to be improved over the course of the next three years. Transitions pose a greater risk of neglecting the needs of gifted and high ability students both academically and socially/emotionally. We are working to determine what type of transition plans are appropriate, with a focus on the transitions between grades 5 and 6, and grades 8 and 9. We are also looking to increase articulation opportunities for teachers and facilitators within Learning Communities. A K-12 Vertical Articulation team has been conducting work on how to best prepare students at all grade levels for advanced course work at the secondary level. Their focus has been on social/emotional supports as well as academic supports through practices like self-reflection and increasing “grit.” Through the continuation and expansion of their work, we anticipate the opportunity to pilot units within the upcoming year. The district work with ILTs has increased the opportunities for access to each level within Learning Communities on a consistent basis. With the initiative of ILTs continuing into next year, we hope to engage in strategic conversation about transitions and programming for Learning Communities. Communication will be maintained with the Student Placement team to ensure continuation of students from magnet programs continue to be maintained to increase fidelity of the program.

District goals are:

- Use the ILT structure to increase vertical articulation opportunities.

- Use the work completed by the K-12 Vertical Team to provide opportunities for individuals at varying levels to work towards common goals for advanced and gifted students.
- Provide bi-annual articulation meetings for TD Catalyst Teachers, Academic Facilitators, and Assistant Principals of Instruction based on high school feeder patterns.
- Communicate common goals for all gifted or advanced students for the district.
- Develop and implement strategic transition plans at grades 5-6 and 8-9.

Practice F: Facilitates collaboration among school counseling personnel, regular education teachers, AIG specialists, and others to address the social and emotional needs of AIG students.

Communication and the need for more strategic social and emotional support for our identified gifted and advanced students were identified as areas of growth. Currently we provide professional development for parents, teachers, administrators, and other stakeholders regarding awareness of social and emotional needs of gifted learners. Expansion of professional development learning opportunities needs to occur to create more awareness and greater supports for the district. Collaboration for these professional development opportunities needs to occur between counseling, ELL, EC and Advanced Studies Specialists to ensure professional development and resources designed consider multiple perspectives.

District goals are:

- In partnership with the counseling department, collaborate and plan strategic supports for at-risk secondary students.
- Design professional development focused on helping counselors recognize and support the social and emotional needs of gifted students.

Practice G: Articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.

The Advanced Studies Department 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 on a case-by-case basis and at various levels. Grade acceleration is supported as requested by administrators. To support administrators in making grade acceleration decisions, *The Iowa Scale of Acceleration* is completed. The TD Compliance Specialist supports the TD Catalyst Teacher in the completion of the assessments required for the Scale and can attend the TD Site-Based Committee meeting, if necessary. Credit by Demonstrated Mastery (CDM) is supported at the high school level, in collaboration with Accountability and the Counseling Departments. Communication is provided to counselors, administrators, and other relevant stakeholders regarding the process and timelines for CDM. Finally, CMS sponsors a Language High-Fliers Program in collaboration with UNCC for students who have demonstrated mastery in a foreign language and have no course options within their high school.

District goals are:

- Create profiles as to when acceleration may occur.
- Continue to provide training and support on data analysis when making decisions regarding acceleration.
- Provide more transparency and clarity in opportunities for acceleration to necessary stakeholders.

Practice H: Provides intentional programming for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English Language Learners, highly gifted, and twice-exceptional.

The Advanced Studies Department has intentional programs supporting various populations considered traditionally underrepresented; however, there is not intentionality towards a specific program targeting underrepresented gifted students. The Advanced Studies Department provides intentional support for the highly gifted learners through the Horizons program. This program utilizes an application process and allows students who are demonstrating achievement a minimum of two grade levels ahead the opportunity to work in a unique setting to best meet their needs. The setting allows for course advancement, acceleration, and social/emotional support of highly and profoundly gifted students. The Horizons Program is also designed to allow students the opportunity to stay with their same-age peers to foster social/emotional growth while providing for their radically accelerated academic needs.

In our implementation of the TD Catalyst Model at the elementary level, we provide a minimum of two-days of service to a school. Days of service are provided even if a school does not currently have identified students. This allows our district the opportunity to nurture and grow those under-represented students with consistent support from a licensed professional, as well as provide differentiated services to all in need regardless of identification, creating an inclusive environment.

Specific support is also provided for English Language Learners. In partnership with the EL Department we work to ensure a portfolio opportunity has been designed and implemented to ensure precise identification is provided. Students who meet a benchmark score are provided portfolio activities to demonstrate academically gifted abilities. When scored each student is considered on the following factors that may impact his/her performance: time in country, country of origin, language spoken at home, rate of absence, and WIADA levels.

Other programs supported by the Advanced Studies Department that supports all gifted populations include: IB, AVID, AP Capstone, Cambridge, and LI/TD Magnets. Entrance requirements for some of these programs have been eliminated to create more inclusive opportunities. To better meet the needs of traditionally underrepresented students, the Advanced Studies Department will focus professional development opportunities for teachers and administrators supporting these programs. Data analysis will be provided to identify where success is occurring and how to strategically support by site. Partnership will continue with the Student Placement Team to ensure continuation and fidelity of program implementation occurs.

District goals are:

- Create professional development focused on characteristics of traditionally underrepresented gifted students and how they differ from other gifted characteristics.
- Evaluate the Horizons application process to ensure program equity and access.
- Support schools through data analysis and professional development.

Practice I: Encourages extracurricular programs and events that enhance and further develop the needs and interests of AIG students.

The Advanced Studies Department directly supports extracurricular programming to support students who are advanced or gifted in the arts, as well as students interested in mathematics. Currently we offer Spectrum of the Arts, an eight-day summer program that allows students gifted in the arts (music, drama, creative writing, dance and visual arts) an opportunity to collaborate and gain a deeper, more complex understanding of all the arts. The Advanced Studies Department also supports several programs with a math focus: Mathapalooza, Math Olympiad, and Julia Robinson Math Festival. These opportunities provide students of varying ages the opportunity to

participate in challenging math activities outside of the regular classroom setting. Other programs with direct or indirect support from the Advanced Studies Department are: Odyssey of the Mind, Robotics, National Chess Competitions, Debate, Science Olympiad, Destination Imagination, Future Problem Solvers, as well as many others. We encourage our schools and programs to identify opportunities for their student population and include extra-curricular as a component of the DEP.

District goals are:

- Expand opportunities for all age-levels in the district, especially those in K-2.
- Develop partnerships with local organizations who can support the growth and development of opportunities for advanced students.
- Identify regional opportunities and communicate these opportunities to stakeholders.

Practice J: Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.

Using multiple criteria and data points to guide instruction for students is a core component of instructional planning and practice in Charlotte-Mecklenburg Schools. The Advanced Studies Department supports the use of data to intentionally create flexible groups to provide appropriate instruction for students in all subject areas. Use of pre-assessments to inform instruction is encouraged by both the Advanced Studies Department and the school district. Currently, work is being completed to help align the district language arts scope and sequence documents with advanced and gifted supplemental curriculum. The Advanced Studies Department is also working to create professional development to not only discuss intentional use of data to create groups, but also focusing on best instructional practices to achieve growth in gifted students.

District goals are:

- Increase understanding of instructional practices, curriculum, and program components that can contribute to growth in a gifted child.
- Extend and expand professional development that provides guidance to principals and teachers on data analysis that can impact instruction within the classroom.

Standard Five: 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 following needs of AIG students: academic and intellectual; social and emotional.

Based on feedback from stakeholders, CMS has an opportunity to increase communication with parents and the community. Currently, primary communication is led by TD Catalyst Teachers and Academic Facilitators at the school level through the DEP fall and spring meetings, as well as newsletters or website updates. During the DEP meetings, program implementation, curriculum, and social/emotional supports available for identified gifted students are presented. These meetings are documented electronically and support from Central Office is provided, as needed. AIG Specialists provide support and parent meetings as requested by schools. Community partnerships are also developed at the school level, as needed. With the great diversity of our large district, schools create partnerships that best meet the needs of their students.

Intentional and meaningful partnerships is a district goal for the Advanced Studies Department in our work over the course of the next few years. By facilitating and increasing partnerships out of the Central Office, we can create a baseline of support provided to all gifted students that are enhanced by partnerships developed at the school levels.

District goals are:

- Develop community partnerships to benefit gifted students, parents, and all schools. Partnership development will be strategic and focused on meeting the needs of advanced students in all areas, including the arts.
- Increase communication from the Central Office to parents and stakeholders regarding the supports and services offered for gifted students.
- Create opportunities for face-to-face community and parental engagement throughout the year.

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.

Information regarding the local AIG program, AIG Plan, and other policies is readily available at each school, as well as on the CMS website. With the increased popularity of social media, Advanced Studies has piloted the use of social media for general announcements and program communication. Moving forward utilizing varied tools such as print, websites, and social media provide the opportunity to increase communication to all stakeholders.

District goals are:

- Update website to reflect current AIG program expectations, the local AIG plan, and other policies that support gifted and advanced students grades K-12.
- Provide communication through varied tools such as print/mailings, websites, and social media (Twitter, Facebook, etc.).

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

A diverse advisory group is in place to support the development and implementation of the plan. This group meets regularly to write and collaborate in regards to the AIG Plan. Opportunity for growth within the advisory group lies within the monitoring of the AIG program and plan. Focused meetings need to occur throughout the year to determine if progress is being made towards goals established for the plan and program. The group consists of the following stakeholders:

- Elementary, middle and high school principals
- AP and IB teachers
- IB Coordinators
- TD Catalyst Teachers
- Elementary, middle and high school classroom teachers
- Executive Directors
- Exceptional Children's Support
- English Language Learner Support
- Advanced Studies Specialist
- Magnet Department Support
- Parent Representatives
- Student Representatives
- Community Members (non-parents)
- Instructional Content Specialists

District goals are:

- Schedule and meet with advisory group quarterly to determine progress towards goals and determine what action steps need to occur to ensure goals are met.
- Evaluate the Advisory Group members to ensure representation meets the needs and reflects the diversity of the district.

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

Schools currently provide a minimum of quarterly newsletters regarding AIG programming within the school setting. Websites and wikis are also used to provide more frequent updates to parents and families. A goal of the department is to increase communication from Central Office regarding opportunities for AIG students. It is desired to provide regular updates from the district level regarding programming, opportunities, and ways to support gifted students in the home setting. Currently, identification letters and documents are available in three languages: English, Spanish and Vietnamese. As documents change, we need to ensure they are translated appropriately. If documents are not translated into the languages needed, communication should be provided to parents and families that translators are available for other languages.

District goals are:

- Provide quarterly updates from the Advanced Studies Department on district opportunities, programming, and methods for supporting gifted and advanced learners.
- Update translations on all documents created and distributed by the Advanced Studies Department.

Practice E: Forms partnerships with institutions of higher education, local business and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

A goal for the Advanced Studies Department is to develop relevant partnerships with higher education, local businesses, industries, and other stakeholders within the community to enhance and gain support for AIG programs and students. Through the creation of community partnerships, we can provide our students with enriching opportunities to create connections to the curriculum within the classroom. These opportunities can have an impact on gifted students, fostering motivation and engagement; creating a lasting effect on their long-term academic goals. Currently, schools work to obtain these partnerships with local stakeholders, and variance occurs between sites. If we can create a number of broad partnerships as a district, we will be able assist all schools in benefiting from these partnerships. Current partnerships are: UNCC Language High-Fliers Program, UNCC AVID Day, UNCC Julia Robinson STEM Festival, and the Echoes and Reflections program through the Stan Greenspon Center for Peace and Social Justice at Queens University.

District goals are:

- Identify organizations in the greater Charlotte region that can provide relevant partnerships for gifted and advanced students.
- Work with internal departments to identify collaborative partnership opportunities
- Expand partnerships that may be developed with multiple schools, i.e. Siemens (Robotics/STEM), to determine if expansion can occur to other schools and Learning Communities.

Standard Six: 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 the gifted learners.

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

Charlotte Mecklenburg’s AIG plan is developed by an advisory group representative of our diverse district and needs of our gifted and advanced students. Data has been gathered from parent surveys, administrator/teacher surveys, gifted topic discussion groups, and executive staff regarding services and programming for gifted and advanced students. The advisory group and Advanced Studies Department worked collaboratively to develop revisions and goals to increase opportunities provided to gifted and advanced students in accordance with state and district expectations. Revisions and goals are supported with evidence-based practices that have resulted in growth of gifted and advanced students. The local AIG Plan has been presented and approved by the CMS Board of Education.

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. The department ensures identification, compliance, programming support, professional development, and supplemental curriculum is closely monitored through electronic documentation. Feedback forms are gathered from administrators regarding programming. Although we currently conduct an annual survey of teachers, the desire is to send a bi-annual survey to principals, teachers, and parents. Data regarding Advanced Studies support is also acquired from the annual survey sent by the district. Observational data is also gathered on certain programs, such as AP, IB and AVID. Stronger tools need to be provided to Learning Communities and administrators to ensure fidelity of program implementation of all components of the AIG Plan.

District goals are:

- Develop rubrics to support monitoring of program standards and expectations.
- Develop communication tool that clearly outlines program and plan expectations at the school level.

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

The Advanced Studies department uses funds allotted for the local AIG program to support all goals, initiatives, and programs stated in the AIG plan. The Advanced Studies Director and Senior Administrative Secretary collaborate during weekly meetings to ensure funds are used appropriately. With clear internal communication and support from the Senior Administrative Secretary, we are fiscally responsible and good stewards of our funding.

District goals are:

- Maintain internal communication and collaboration to ensure funds are used appropriately to support goals, initiatives, and programs as described in the local AIG plan.
- Evaluate components of the local AIG plan to ensure funding is appropriately allocated for a program to support gifted and advanced learner opportunities.

Practice D: Maintains, analyzes, and shares student achievement, student growth, and annual dropout data for AIG students.

Currently, maintaining and sharing of student achievement is conducted annually for students at all levels involved in all programs. We work with our accountability team to obtain district growth and proficiency data for each school. Program data from IB, AP, and AVID is also gathered and desegregated internally. Presentations are put together and delivered to relevant stakeholders such as: TD Catalyst Teachers, Administrators, Academic Facilitators, and Program Coordinators. Data analysis regarding achievement patterns, growth, and trends is work we are beginning and plan to continue over the course of the next three years. Through data analysis, we hope to determine opportunities to increase program fidelity, strategic supports, and identify strong areas of practice. By conducting more analysis, we want to create positive impact on our academic growth and dropout scores.

District goals are:

- Develop strategic processes for data analysis for the district level results, as well as school-level results, regarding identified gifted students.
- Develop strategic processes for data analysis for district level results regarding specific programs, i.e. AVID, AP Capstone, IB.

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

Monitoring of traditionally underrepresented populations currently occurs within the Advanced Studies Department. Representation is communicated to various stakeholders throughout the year. Data gathered on underrepresented populations includes: percentage identified as gifted, number attending LI/TD magnets, number enrolled in AP courses, number enrolled in IB courses, number obtaining an IB diploma, and relevant AVID data.

Opportunity for growth occurs in monitoring the performance and retention of these underrepresented populations, primarily culturally/ethnically diverse, economically disadvantaged, English Language Learners and twice-exceptional learners. Current work has begun in data analysis to determine how these students are currently performing at the secondary level in advanced courses. Based on information gathered here, specific goals and supports will be developed to help these students eliminate any barriers they may face. Increased collaboration with other central office departments also needs to occur to create a multi-tiered approach to helping these students' have their unique needs met.

District goals are:

- Develop an action plan to support success in the secondary setting for underrepresented students
- Evaluate identification procedures to ensure equity is provided for all students
- Determine efficient way to monitor performance and retention of underrepresented populations throughout all programs supported by the Advanced Studies Department

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

The Advanced Studies Director 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 licensure are supported and timelines of licensure obtainment are monitored.

District goals are:

- Continue to maintain high level of accountability in the monitoring of positions and obtainment of requirement licenses.

- Continue to support teachers, including financially, in the monitoring of licensure obtainment.

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

Feedback is gained from students, parents/families, teachers and other stakeholders regarding the implementation and effectiveness of the AIG program, but not on a regular basis. Clear and frequent communication is a key component of our goals for the AIG Plan 2019. We will seek feedback bi-annually from students, parents/families, teachers and other stakeholders. This information will provide guidance for the AIG Advisory Group in adapting the AIG Plan goals.

District goals are:

- Develop a plan to successfully survey stakeholders on a bi-annual basis.
- Complete data analysis with AIG Advisory Group to adapt plan as needed based on feedback provided by stakeholders.

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

Although data sources were reviewed and used to revise the local AIG plan, feedback was not received from all stakeholders. Most data gathered for the plan revision was gained from teachers, administrators, and elementary parents. Secondary teachers and administrators have been a part of the AIG Advisory Group; however, perspective is limited to school-based staff. To provide more comprehensive programming for the district, we need to access more secondary stakeholders, as well as community members.

District goals are:

- Develop more data points to consider for future plan revisions.
- Involve a more diverse group of stakeholders for the AIG Advisory Group.

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

Information regarding the evaluation of the local AIG program has been communicated to stakeholders. A stronger form of communication needs to be developed as to how to communicate data from evaluation, and other relevant data, to all stakeholders.

District goals are:

- Develop an efficient communication tool for all stakeholders.
- Disseminate information regarding local AIG program and plan on a regular basis.

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

The primary goal of the Advanced Studies Department is to serve as the lead advocate for all AIG students in CMS. Through involvement in district policies, procedures, and practices, the department works to maintain our high level of awareness regarding decisions made that influence AIG students. The LEA plan includes equitable identification procedures, placement, reassessment, transfer, and procedures to resolve disagreements that are clearly articulated in written form, as well as communicated by schools. Each of these processes are evaluated

annually to ensure students, parents, and families receive adequate support in helping gifted identified and advanced students maximize their academic potential.

Below are our specific procedures to solve disagreements:

Procedures to Resolve Disagreements

(Effective: August 25, 2013) 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 procedures and services: • Identification of student and appropriate services for the gifted student. Disagreement with identification/services must be filed within 90 calendar days of the initial decision.

1. The parent/guardian makes a written request for a conference with the school-based Talent Development (TD) committee to discuss concerns regarding identification or services. The school principal is notified of this concern.
 - a. A conference between the school and the parent must be scheduled within 15 school days of receipt of the written contact from parents.
 - b. At the conference, the committee will share the identification process and the documentation used to support the decision. The parent may provide outside test results completed by a licensed North Carolina psychologist for consideration.

(Appeals for Horizons placement begins at Step 2.)

2. If the concern/disagreement is not resolved at the school-based conference:
 - a. The parent/guardian may appeal the decision by sending written notice to the Director of Advanced Studies.
 - b. The Director of Advanced Studies will notify the school, the Learning Community, and the Chief Academic Officer of the appeal.
 - c. Within fifteen days of receipt of the notice of appeal from the parents, the Director of Advanced Studies will schedule a conference. The conference must occur within 30 days of the receipt of the notice of appeal, unless the parents request an extension of time.
 - d. The Director of Advanced Studies will review all documentation and the parent/guardian's disagreement.
 - e. At the conference, the Director of Advanced Studies will facilitate a process to resolve the parents' disagreement with the district's decisions.
3. If the concern/disagreement is not resolved through a conference with the Director of Studies:
 - a. The parent/guardian may appeal the decision by sending written notice to the Learning Community Superintendent of their child's school.
 - b. The Learning Community Superintendent will organize a team of TD teachers, from other schools within that Learning Community, who will review the documentation and the parent/guardian's complaint. The Learning Community Superintendent will notify the parent of the opportunity to provide additional documentation for consideration. Once this process is completed, the Learning Community Superintendent and this team of TD teachers will render a decision.
 - c. After a decision has been reached, the Learning Community Superintendent will convey a Resolution Meeting with members of the team of TD teachers, the Learning Community Superintendent, and the parents, at which the staff will discuss their findings with the parent. The Learning Community Superintendent must send a follow-up letter detailing the decision to the parents within 15 days of the Resolution Meeting.
 - d. If the parent/guardian intends to be represented by legal counsel at this meeting, they must notify the Learning Community Superintendent so that CMS legal counsel may be notified of the meeting. If

parents appear with counsel but have not given prior notice of the intention to be so represented, the Resolution Meeting will be rescheduled to a later date.

4. If the concern/disagreement is not resolved at the Resolution meeting:
 - a. The parent/guardian may appeal the decision by making a written request for a meeting with the Superintendent of Schools (or his/her designee).
 - b. At the meeting, the Superintendent (or his/her designee) will review the documentation of the disagreement and hear the parent/guardian's concerns.
 - c. The Superintendent (or his/her designee) will notify the parent of his/her decision within fifteen school days after meeting with the parents.
5. If the parent/guardian with the Superintendent's decision, he/she may file for State Mediation and, if appropriate, a State Due Process petition.
 - a. State Mediation
 - i. Parent/Guardian makes a written request for a State Resolution Meeting to the Director of Advanced Studies
 - ii. Both the school district 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.
 - iii. The school district will notify the parent/guardian of the scheduled conference date within the required 15 days due process timeline.
 - iv. 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. In the event that the impartial mediation procedure fails to resolve, the disagreement (s), the State Due Process procedure will be implemented.
 - b. State Due Process
 - i. The parent/guardian files a petition for contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to the following:
 - ii. 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.

District goals are:

- Maintain level of awareness and involvement to ensure rights of all AIG students, parents, and families are clearly articulated and defined.
- Maintain self-evaluation to ensure clarity and relevance remains in established procedures.

Appendix

- A. Talent Development Identification Rubric
- B. Talent Development Identification: Outside Assessment Procedures
- C. Talent Development Approved Tests
- D. Horizons Program
- E. Procedures to Resolve Disagreements

Charlotte-Mecklenburg Schools Talent Development Identification Rubric 2016-2019

An accumulation of 12 points is required for gifted certification in BOTH Reading and Math (AG).

Aptitude		Achievement		Informal	
* Nationally-Normed Aptitude Test Overall Age Composite		* Nationally-Normed Achievement Test or NC EOG results		*Informal assessments are only available for CMS second grade students.	
Overall Composite Percentile	POINTS	Reading Percentile	POINTS	<i>Gifted Rating Scales</i>	
96% or above	12	96% or above	4	Student received 3 <i>t-scores</i> of 65 or higher.	6
92 – 95%**	6	92 – 95%	3		
87 – 91%	4	87 – 91%	2		
86% or below	0	86% or below	0		
*Students who score above an 87% age overall composite, verbal composite, quantitative composite, or QN composite will be eligible for the <i>ITBS</i> if they do not accumulate 12 points to identify as AG. **After all achievement and informal opportunities have been exhausted, students who score 92-95% composite on a nationally-normed aptitude test will identify as Intellectually Gifted (IG).		Math Percentile	POINTS	Portfolio: Available for CMS 2 nd grade students who scored 92 – 95% overall composite on the CMS administered nationally-normed aptitude test OR received 3 <i>t-scores</i> of 65 or higher on <i>GRS</i> .	
		96% or above	4	Student received 12 points on the Portfolio scoring matrix.	6
		92 – 95%	3		
		87 – 91%	2		
		86% or below	0		
Total		Total		Total	

Aptitude Total ___ + **Achievement Total** ___ + **Informal Total** ___ = ___

An accumulation of 6 points is required for gifted certification in Reading ONLY (AR) or Math ONLY (AM).

Reading ONLY		Math ONLY	
*Certification in Reading ONLY can be considered using the same battery of assessment results.		*Certification in Math Only can be considered using the same battery of assessment results.	
Verbal Aptitude Percentile	POINTS	Quantitative or QN Aptitude Percentile	POINTS
96% or above	4	96% or above	4
92 – 95%	3	92 – 95%	3
87 – 91%	2	87 – 91%	2
86% or below	0	86% or below	0
Reading Achievement Percentile	POINTS	Math Achievement Percentile	POINTS
96% or above	4	96% or above	4
92 – 95%	3	92 – 95%	3
87 – 91%	2	87 – 91%	2
86% or below	0	86% or below	0
Total		Total	

CMS will evaluate outside testing results through school districts within and outside of North Carolina and state-licensed psychologists. See Appendix__ for more information.

Talent Development Identification Outside Testing Procedures

Testing provided by North Carolina School District	Testing provided by school-district outside of North Carolina	Testing provided by parent from state-licensed psychologist
<ul style="list-style-type: none">• If testing results identified student as gifted in any capacity, gifted identification will remain same in CMS.• No further testing needed.	<ul style="list-style-type: none">• Assessment results provided must have been completed in the past 24 months• TD Site Based Committee will review assessment results provided using the TD Identification rubric.• If assessment results meet district criteria for identification, student will be identified and require no further testing.• If student does not meet district criteria for identification, the committee will determine if further testing needs to be provided.• NOTE:<ul style="list-style-type: none">• Tests submitted from outside of NC school district must be on the CMS Talent Development Approved Tests for Evaluation.• TD Site Based Committee has 90 days to review information provided, if needed.	<ul style="list-style-type: none">• Assessment results provided must have been completed in the past 12 months. Results provided must include aptitude and achievement assessments that are on the CMS Talent Development Approved Tests for Evaluation list.• Results are provided to the TD Site Based Committee. Committee has 90 days, if needed, to review assessment results and other relevant information (<i>see CMS TD Site Based Committee Identification Supporting Document</i>).• Based on all information TD Site Based Committee will determine if student identifies as gifted.• If student does not identify as gifted, the TD Site Based Committee can determine if further testing needs to be provided using CMS assessments.

* If assessment results are being provided to seek out identification for participation in the first magnet lottery results must be provided to the school of attendance on or prior to November 1 of that academic year.

** If a non-CMS wishes to submit results for consideration for the first lottery, results must be provided to the Advanced Studies Department on or prior to November 1st. NOTE: To identify as a gifted a student within CMS one must have a CMS student identification number.

Charlotte-Mecklenburg Schools Approved Tests for Talent Development Evaluation

APTITUDE	ACHIEVEMENT Reading <u>and</u> Math
Cognitive Abilities Test (CogAT6 or CogAT7)	Iowa Test of Basic Skills (ITBS)
Differential Ability Scales (DAS-II)	Iowa Tests of Educational Development (ITED)
Stanford-Binet V	Kaufman Test of Educational Achievement (KTEA-3)
Wechsler Preschool and Primary Scale of Intelligence (WPPSI IV)	Stanford Achievement Test (SAT)
Wechsler Intelligence Scales for Children (WISC-IV or WISC-V)	Wechsler Individual Achievement Test (WIAT-III)
Otis-Lennon School Ability Test (OLSAT)	California Achievement Test – Fifth Edition (CAT5)
Naglieri Nonverbal Ability Test (NNAT)	Woodcock-Johnson Tests of Achievement (WJ-III)
Universal Nonverbal Ability Test (UNIT)	Test of Early Reading Ability III (TERA)
Woodcock-Johnson Test of Cognitive Abilities(WJ-III or WJ-IV)	Test of Early Math Ability III (TEMA)
Test of Cognitive Skills Second Edition	TerraNova CTBS
InView	North Carolina End of Grade (EOG) or End of Course (EOC)

Important Notes:

If submitting tests administered outside of CMS or school district, **BOTH** aptitude and achievement test results must be submitted for AIG identification to be considered.

Assessment results provided must have been completed within the past 12 months by a licensed psychologist and provide national-age percentiles. Aptitude test results must provide the full-scale IQ (FSIQ) score.

Horizons Program

The Horizons Program is available to highly and profoundly gifted students whose educational needs require extreme differentiation and acceleration. The Horizons program is based upon the belief that highly gifted students' learning styles are so radically accelerated that their educational experiences must differ from their current classroom or regular gifted services. Evidence-based teaching practices and curriculum, along with social and emotional guidance, are utilized within the program to meet the unique needs of these students.

Elementary Horizons students are served in self-contained classrooms in a district elementary school and receive full-day instruction from a certified gifted education teacher. Within the Horizons classes the content, process, product, pacing, environment, and instructional delivery are modified to address the unique needs of highly and profoundly gifted children. In addition, the social and emotional development of these students is addressed to ensure the growth of the whole child. Students develop and incorporate their own knowledge and skills, learn independently, and apply their knowledge to connections with the real world while working dramatically above grade level in all subject areas.

Middle School Horizons students are also served in self-contained classrooms in a district middle school and receive full-day instruction from a certified gifted education teacher. The students complete accelerated academic coursework in English Language Arts, Mathematics, Social Studies and Science. Courses to meet students' accelerated needs combine virtual and high school options for credit. Students complete their eighth grade year with high school credit for Math I, Math II, Math III, English I and Honors Biology.

High School Horizons students may continue on to East Mecklenburg in the rigorous IB program. The concept-based focus of IB allows students to continue to work at higher levels of thinking while making connections to the real-world and across disciplines. In addition, students are offered a special seminar each semester to explore their interests, strengths, and help set future goals. Students are encouraged to take advanced courses and are given priority consideration in placement of the most advanced classes offered. The High School Counselor will consult with the TD Secondary Specialist to craft the students' schedules to ensure they are appropriately challenged.

Students are assessed for acceptance into the Horizons Program using multiple criteria in order to gain a holistic understanding of the student's needs and abilities. These measures include standardized testing, work samples, teacher recommendations and a performance assessment. A rubric is utilized to score all of these data points and determine the appropriate placement for the student's academic and social/emotional needs.

PROCEDURE TO RESOLVE DISAGREEMENTS

Effective August 25, 2010

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 procedures and services:

- (1) Identification of student
- (2) Appropriate service for the gifted student

Disagreement with identification/services must be filed within 90 calendar days of the initial decision

Step 1

Parent/Guardian makes a written request for a conference with the school-based Talent Development Committee to discuss concerns regarding identification or services. The principal is notified of this concern.

- A. A conference between the school and the parent must be scheduled within 15 school days of receipt of the written contact from parents
- B. At the conference, the committee will share the identification process and the documentation used to support the decision. The parent must provide outside test results completed by a licensed North Carolina psychologist for consideration.

Appeals regarding Horizons placement begins at Step 2

Step 2

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

- A. The parent/guardian may appeal the decision by sending written notice to the Director of TD
- B. The Director of TD will notify the school, the Learning Zone, and the Chief Academic Officer of the appeal
- C. Within 15 days of receipt of the notice of appeal from the parents, the Director of TD will schedule a conference.
The conference must occur within 30 days of the receipt of the notice of the appeal, unless the parents request an extension of time
- D. The Director of TD will review all documentation and parent/guardian's disagreement
- E. At the conference, the TD Director will facilitate a process to resolve the parents' disagreement with the district's decisions

Step 3

3. If the concern/disagreement is not resolved through a conference with the TD Director:

- A. The parent/guardian may appeal the decision by sending written notice to the Zone Superintendent of their child's school
- B. The Zone Superintendent will organize a team of TD catalyst teachers, from other schools with that Learning Zone, who will review the documentation and the parent/guardian's complaint. The Zone Superintendent will notify the parent of the opportunity to provide additional documentation for consideration. Once this process is completed, the Zone Superintendent and this team of TD catalyst teachers will render a decision
- C. After a decision has been reached, the Zone Superintendent will convene a Resolution Meeting with

members of the team of TD catalyst teachers, the Zone Superintendent, and the parents, at which the staff will discuss their findings with the parent. The Zone Superintendent must send a follow-up letter detailing the decision to the parents within 15 days of the Resolution Meeting

- D. If the parent/guardian intends to be represented by legal counsel at this meeting, they must notify the Zone Superintendent so that CMS legal counsel may be notified of the meeting. If parents appear with counsel but have

Not given prior notice of the intention to be so represented, the Resolution Meeting will be rescheduled to a later date.

Step 4

4. If the concern/disagreement is not resolved at the Resolution Meeting:

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

Step 5

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

A. State Mediation

- Parent/Guardian makes a written request for a State Resolution Meeting to the Director of Talent Development
- Both the school district 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
- The school district 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. In the event that the impartial mediation procedure fails to resolve the disagreement(s), the State Due Process procedure will be implemented

B. State Due Process