2016 Plan for Gifted Education

Making a Difference
Maximizing Potential
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<td>Trinette</td>
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ARTICLE 9b
ACADEMICALLY OR INTELLECTUALLY GIFTED STUDENTS

§ 115C-150.5. Academically or intellectually gifted students.
The General Assembly believes the public schools should challenge all students to aim for academic excellence and that academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

§ 115C-150.6. State Board of Education responsibilities.
In order to implement this Article, the State Board of Education shall:
(1) Develop and disseminate guidelines for developing local plans under G.S. 115C-150.7(a).
These guidelines should address identification procedures, differentiated curriculum, integrated services, staff development, program evaluation methods, and any other information the State Board considers necessary or appropriate.
(2) Provide ongoing technical assistance to the local school administrative units in the development, implementation, and evaluation of their local plans under G.S. 115C-150.7.

§ 115C-150.7. Local plans.
(a) Each local board of education shall develop a local plan designed to identify and establish a procedure for providing appropriate educational services to each academically or intellectually gifted student. The board shall include parents, the school community, representatives of the community, and others in the development of this plan. The plan may be developed by or in conjunction with other committees.
(b) Each plan shall include the following components:
(1) Screening, identification, and placement procedures that allow for the identification of specific educational needs and for the assignment of academically or intellectually gifted students to appropriate services.
(2) A clear statement of the program to be offered that includes different types of services provided in a variety of settings to meet the diversity of identified academically or intellectually gifted students.
(3) Measurable objectives for the various services that align with core curriculum and a method to evaluate the plan and the services offered. The evaluation shall focus on improved student performance.
(4) Professional development clearly matched to the goals and objectives of the plan, the needs of the staff providing services to academically or intellectually gifted students, the services offered, and the curricular modifications.
(5) A plan to involve the school community, parents, and representatives of the local community in the ongoing implementation of the local plan, monitoring of the local plan, and integration of educational services for academically or intellectually gifted students into the total school program. This should include a public information component.

(6) The name and role description of the person responsible for implementation of the plan.

(7) A procedure to resolve disagreements between parents of guardians and the local school administrative unit when a child is not identified as an academically or intellectually gifted student or concerning the appropriateness of services offered to the academically or intellectually gifted student.

(8) Any other information the local board considers necessary or appropriate to implement this Article or to improve the educational performance of academically or intellectually gifted students.

(c) Upon its approval of the plan developed under this section, the local board shall submit the plan to the State Board of Education for its review and comments. The local board shall consider the comments it receives from the State Board before it implements the plan.

(d) A plan shall remain in effect for no more than three years; however, the local board may amend the plan as often as it considers necessary or appropriate. Any changes to a plan shall be submitted to the State Board of Education for its review and comments. The local board shall consider the State Board’s comments before it implements the changes.

§ 115C-150.8. Review of Disagreements.

In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.
EXECUTIVE SUMMARY
“CMS 2016 Plan for Gifted Education”

The Charlotte-Mecklenburg Schools 2016 Plan for Gifted Education presents a comprehensive and effective design that will empower Charlotte-Mecklenburg Schools to further develop an educational experience that is not only rigorous and content-rich, but also relevant to students’ lives and to the global community. The term “gifted” refers to students who have a continuum of strengths, including above level ability and achievement, requiring a range of services in order to experience and to demonstrate academic, intellectual, and emotional growth. The three-year plan responds to the 1996 NC General Assembly Article 9B by setting priorities that will establish an intensive academic extension beyond the regular education program.

In January 2008, gifted programs across the state participated in an audit in response to concerns raised regarding funding for gifted students. Another purpose of the audit was to “identify weaknesses and make recommendations for the monitoring and evaluation of the Academically and Intellectually Gifted (AIG) program in order for the Department of Public Instruction, guided by the State Board of Education, to take appropriate corrective action” (North Carolina Academically or Intellectually Gifted Program Standards). One of the recommendations was to create program standards that would provide a consistent framework for implementation and that would protect the rights of gifted students across the state. Each Local Education Agency (LEA) was asked to write a six-year strategic gifted plan based on these six standards and their practices. These standards and practices were the basis of Reach Further 2013. We have reached the mid-point of this six-year strategic plan, when each LEA is asked to review progress and make updates to their plan. A thorough district self-assessment analyzed our progress in achieving these standards. The resulting identified strengths and weaknesses became the maintained and focused practices of Charlotte-Mecklenburg Schools’ 2016 Plan for Gifted Education.

This plan fully supports CMS’ The Way Forward, as well as recommendations from the Gifted Student Task Force, specifically in the areas of high achievement, effective educators, and world-class services. Fundamental to the overall goals of CMS is a commitment to extremely high academic standards for all students. The proposed plan for gifted learners shares this commitment by proposing the continued development of advanced curricula that enables gifted students to maximize their potential and to become leading citizens of tomorrow.

Talent Development/Advanced Studies/Advancement Via Individual Determination (AVID) Vision
Students who are gifted and who have high academic potential require purposeful and intentional support to ensure that their unique needs are recognized, developed, and served. The vision of the Talent Development and Advanced Studies program is to provide these students – from all cultural and socioeconomic backgrounds – with a rigorous and relevant educational experience.

CMS will provide opportunities and resources for these learners to:

- Understand their unique social and emotional needs.
- Strive for self-actualization.
- Foster creative, critical, and innovative thinking.
- Practice self-directed learning and independent problem-solving.
- Engage in collaborative experiences.
- Develop a capacity to see interconnections among the disciplines.
- Apply life skills for leadership, accountability, adaptability, productivity, and social responsibility.
To attain this vision for students who are gifted and students who have high academic potential, CMS will:

1. Use multiple criteria to identify students who demonstrate or possess the potential for outstanding performance capabilities in intellectual, academic, creative, artistic, motivation, and leadership areas.

2. Provide CMS educators with comprehensive training in best practices for identifying, instructing, engaging, assessing, and supporting these students.

3. Support a continuum of differentiated instructional opportunities that provide these students with appropriate complexity, novelty, depth, and acceleration that relates to and expands the objectives of the North Carolina Standard Course of Study.

4. Match these students with services that provide support and instruction on a level that enables them to demonstrate significant academic and intellectual growth while encouraging their other strengths and talents.

5. Support families so they can nurture and encourage these students.

**Standard 1 – Student Identification**
The focus of this standard is student identification. Overall, the revised plan maintains the same opportunities for identification, with one significant addition. After input from Talent Development (TD) Catalyst Teachers, parents, and principals, as well as a careful review of testing data, it was decided to add an opportunity for identification in Either AIG Reading Only or AIG Math Only if a student’s battery of assessment results do not result in AIG identification in both reading and math. Emphasis will also be placed on increasing communication with all stakeholders, including the development of Frequently Asked Questions’ sheets regarding identification for parents, a district parent newsletter focused on the needs of gifted students, an online teacher resource center, and better monitoring of the school-based TD Committee. Training is also essential. We will continue to train teachers (specifically at the middle school level) in the characteristics of gifted students. Through the department’s work with Professional Learning Communities (PLCs), and in collaboration with the English as a Second Language Department, specific strategies will be implemented to better identify and serve Limited English Proficiency students.

**Standard 2 – Differentiated Curriculum and Instruction**
Standard 2 provides detailed information in the services and programming available to gifted students and students with high academic potential. It also describes the professional development program designed to support the teachers and administration in serving these students. At elementary schools, gifted students are served either through the Catalyst model at their home school or the Learning Immersion/Talent Development program at the six gifted magnet schools. Essential components for both programs are highlighted in the plan. Middle school gifted students and students with high academic potential are served through Honors classes, International Baccalaureate classes, and/or virtual high school classes. Placement for these classes is based on analysis of multiple criteria. High school services include but are not limited to Advanced Placement, Honors, International Baccalaureate, and virtual classes. Professional development provides participants opportunities to discuss theory and implementation strategies for instructional best practices proven to be successful when working with gifted students and students with high academic potential. Standard 2 also fosters greater collaboration between the Talent Development/Advanced Studies/AVID Department and the Exceptional Children and the Student
Services departments. We will focus on 21st Century skills not only by furthering the district’s definition of rigor but also by working with teachers and administrators to analyze student work and define exemplars. There will be an increased focus on middle school, with the goal of creating stronger Honors courses and more consistent offerings of extra-curricular activities across our schools. We will work with schools to increase student access to Advanced Placement courses, especially in the 9th and 10th grades. The identification of our underserved students remains a priority for the department and over the next three years, we will implement a comprehensive and intentional K-2 nurturing program geared towards increasing our numbers of identified students at Title I schools.

**Standard 3 – Personnel and Professional Development**

Standard 3 outlines the support and responsibilities of the central office personnel in the Talent Development/Advanced Studies/AVID Department. Quality professional development is key to growing and improving gifted services. Plans for staff development include an increase in training focused on the social-emotional needs of gifted students and the development of year-round courses for classroom teachers in best practices in gifted education. We will also continue our Magnet Institute for Learning Immersion and Talent Development teachers and our two cohorts with Queens University for teachers to obtain gifted licensure. All of our professional development opportunities will align with district-wide initiatives such as the Common Core and Essential Standards, Data Wise, Response-to-Instruction, and the teacher evaluation instrument. Our goal is to establish a professional development suite of courses which teachers of AIG students. This series of classes will train teachers in best instructional practices for gifted students and students with high academic potential (questioning, problem-based learning, and interdisciplinary models), and will also include classes about social and emotional needs of gifted students. Another goal will be to establish stronger connections with Student Services to provide training to K-12 counselors on the social and emotional needs of gifted students.

**Standard 4 – Comprehensive Programming within a Total School Community**

Standard 4 addresses the need to create a comprehensive and intentional program for gifted learners. Included in this standard is a concentration on the social and emotional needs of gifted learners. Our response was to reflect on our current available trainings to all stakeholders and to determine ways we can increase and strengthen these trainings. These sessions would also be included within our total monitoring of the program, specifically, our services to parents of gifted students and students with high academic potential. Vertical articulation among elementary, middle and high schools was defined and structured within the plan to ensure a continuum of services. Also included in this standard is the significance of the transition years (5th to 6th grade and 8th to 9th grade) and our plans to help families make the adjustments. This includes specific Parent University courses and working with the school counselors to provide academic as well as effective counseling. In response to State BOE policy GCS-M-001 – Credit by Demonstrated Mastery, CMS will articulate and disseminate a district policy for students to earn credit by demonstrated mastery (CDM). The purpose of the CDM option is to ensure students grow optimally in our public schools and have effective seat time. It allows students to demonstrate mastery of a course’s content with no seat time, getting credit and a pass/fail grade for the course by taking an assessment and completing an artifact. In order to assist the school principal in the decision-making process for awarding CDM credit, CMS will develop a district-wide review process. Students and parents wishing to enroll their four-year old into kindergarten early will continue to follow the state policy for Early Entrance to Kindergarten. The final component to Standard 4 is an increase in the collaboration with the Exceptional Children’s Department, the English as a Second Language Department, and the Title I Department to better identify and serve our twice-exceptional students, our highly/profoundly gifted students, and our culturally and linguistically diverse gifted students. AVID will partner in this goal as we work to provide targeted career and college counseling to these students. We will work with school-based staff to develop
a more effective compliance program, and with Student Services to design an effective curriculum to further support our gifted students and students with high academic potential.

**Standard 5 – Partnerships**

Standard 5 fosters partnerships, communication, and collaboration with all stakeholders. Communication is crucial in providing appropriate services to gifted students and students with high academic potential. Communication will be available to parents in a variety of forms including but not limited to newsletters, the CMS website, curriculum nights, and Parent University courses. In addition, an annual survey and focus groups (organized by zone) will be conducted to receive continuous feedback from parents, students, teachers, and the community. A concerted effort will be made to ensure that these communications are available in multiple languages. A District Advisory Committee, comprised of stakeholders from across the district and grade levels, will meet regularly to review program data (quantitative and qualitative) and develop a “big picture” understanding of the program’s strengths and weaknesses so that they can guide, advise, and monitor program implementation. All findings and recommendations will be shared regularly with the CMS Executive Staff and as needed with the Board of Education. A final component to this standard is our desire to expand our current partnerships with local universities so that gifted students and students with high academic potential not only have options for enrichment and acceleration of their current course content, but also so that they have real-world learning experiences. Our plan is to develop more opportunities for gifted students, students with high academic potential, and their parents to collaborate, share ideas, resources, and talents. This may be in the form of celebrations, guest speakers, college/career fairs, etc.

**Standard 6 – Program Accountability**

Standard 6 outlines the importance of revising and writing a new gifted plan every three years. Changes made to the plan will be communicated to all stakeholders. In addition, the new version of the plan will be distributed to schools, central office, zone offices, and posted on the CMS website. During the course of the next three years, the Talent Development/Advanced Studies/AVID Department will work to integrate compliance and instructional school visits to create a check system ensuring that identification, placement, and services are compatible and to ensure fidelity of the program’s implementation. Through the practices in Standard 6, a detailed use of data is presented. To determine the value added of the overall program as well as the gifted plan’s effectiveness, various types of data will be analyzed and shared with the Board of Education, CMS Executive Staff, and the District Advisory Committee. Data that will be included in this review will consist of End-of-Grade scores, End-of-Course scores, ACT scores, SAT scores, International Baccalaureate scores, Advanced Placement scores, AVID data, demographic information, and drop-out statistics. In addition, detailed data will be maintained in the Talent Development/Advanced Studies/AVID Department documenting how gifted funds (both state and local) are allocated to maximize the resources, trainings, and services provided to CMS teachers as well as gifted students and students with high academic potential.

Charlotte-Mecklenburg Schools is not only striving to make our children productive citizens but we are also preparing them to take a leading role in our future. This plan provides students with the educational opportunities that will help them maximize their potential, demonstrate their motivation, and realize their contributions to self and the global community.

Our goal is to ensure CMS graduates fulfill their potential and have a significant impact on the world.
Charlote-Mecklenburg Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2013-2016

Approved by local Board of Education on: 25-JUN-13
LEA Superintendent’s Name: Dr Heath E. Morrison
LEA AIG Contact Name: Kathleen Koch
Submitted to NC Department of Public Instruction on: JUNE 30, 2013, 14:50:39

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

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

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

For 2013-2016, Charlotte-Mecklenburg Schools local AIG plan is as follows:

Charlotte-Mecklenburg Schools Vision for local AIG program: Students who are gifted and students who have high academic potential require purposeful and intentional support to ensure that their unique needs are recognized, developed, and served. The vision of the Talent Development and Advanced Studies program is for students from all cultural and socioeconomic backgrounds who are gifted or have high academic potential to have a rigorous and relevant educational experience.

CMS will provide opportunities and resources for these learners to:

- Understand their unique social and emotional needs.
- Strive for self-actualization.
- Foster creative, critical, and innovative thinking.
- Practice self-directed learning and independent problem-solving.
- Engage in collaborative experiences.
- Develop a capacity to see interconnections among the disciplines.
- Apply life skills for leadership, accountability, adaptability, productivity, and social responsibility.

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

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Table of Contents

Standard 1: Student Identification...........................................................................................................................3
Standard 2: Differentiated Curriculum and Instruction............................................................................................11
Standard 3: Personnel and Professional Development ..............................................................................................22
Standard 4: Comprehensive Programming within a Total School Community ......................................................30
Standard 5: Partnerships........................................................................................................................................38
Standard 6: Program Accountability......................................................................................................................44
Standard 1: Student Identification

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

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

This practice is a **Maintained Practice** for 2013-2016.

Rationale: While it was agreed that this practice is done consistently well at the elementary level, there were concerns about the identification of students at the secondary level. When determining whether or not this practice would be considered as a focused practice, it was decided that it could be classified as a maintained practice with improvements made to ensure that better communication is done with all stakeholders about the screening, referral, and identification of all students.

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

Description: • It is essential that identification procedures are clearly articulated and disseminated to all stakeholders in CMS. Proper identification of students who are gifted and students who have high academic potential allows for their strengths to be documented so that these strengths can be matched with appropriately engaging and differentiated instruction.
• Detailed nomination and screening procedures are communicated to the community through the Talent Development webpage on the CMS website. Additional information will be disseminated to the public through Parent University. Referral, screening, and identification information is available in languages including English, Spanish, and Vietnamese. Information and materials can be translated into other languages as requested.
• As students are referred and tested for the Talent Development program, letters will be shared with parents/guardians explaining the initial screening process and sharing the results of the overall process. In the case of individual student testing for the program, parent permission is required. In an effort to ensure that the gifted students at each school are served appropriately, headcounts will be given to school representatives at the start of the school year. An overview of appropriate services for identified students will be shared at this time.

Planned Sources of Evidence:
- Meeting Agendas (Zone personnel, Principals, Assistant Principals, Academic Facilitators, TD Catalyst Teachers)
- CMS website
- Department fact sheets
- Stakeholder surveys
- AIG Headcount reflective of district's demographics
- Identification referrals and testing
- Compliance documentation
**Other Comments:**

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

This practice is a Focused Practice for 2013-2016.

**Rationale:** Currently, CMS does use multiple criteria for identification but only at the second grade. In our program evaluation with community input, this area was one of the practices needing improvement. While CMS uses both the Gifted Rating Scales and a portfolio assessment in the identification process, we recognize that we need to have an increased focus on non-traditional measures, especially at the secondary level. As a result, this practice was determined to be a focused practice. Future consideration will be given to the use of other rating scales, as well as other non-traditional measures.

**Goals:**
1. Better communicate referral information to the secondary stakeholders.
2. Better define the role and importance of the School-based TD Committee at each school. Evidence must be collected from committee meetings and included as part of the Compliance notebook.
3. Train and support the Academic Facilitators to provide training to all middle school teachers on the referral, screening, and identification of gifted students. This training will have a particular focus on the characteristics of gifted students.

**Description:** Identification in BOTH AIG Reading and AIG Math (See Appendix A)

a. **KINDERGARTEN AND FIRST GRADE**- Students in kindergarten and first grade can be identified if test scores are available. CMS will test K-1 students who are referred by the School-Based TD Committee for eligibility to the Horizons program.

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

- Identification as AIG in BOTH Reading and Math will be determined using the Talent Development Identification Rubric where an overall 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 for only CMS second grade students.

- Students who score 87% or higher on the nationally-normed aptitude test are eligible for further screening using a nationally-normed achievement test if fewer than twelve points are acquired on the Talent Development Identification Rubric with the initial aptitude test and Gifted Rating Scale results.

- Students are eligible for a portfolio assessment if they have achieved 3 t-scores of 65 or higher in three areas on the Gifted Rating Scale 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 AIG certification in BOTH Reading and Math.
c. THIRD-TWELFTH GRADE- A classroom teacher, parent, program coordinator, family advocate, and/or counselor may, at any time during the school year, refer a student who exhibits extraordinary strengths in classroom performance to the Talent-Development School-Based Committee. A student may also refer him or herself. The Talent Development School-Based Committee is comprised of the TD Catalyst teacher or Academic Facilitator, a 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 gifted students. The school's Student Service Specialist or counselor may also serve on this committee. The Talent Development School-Based Committee will meet as needed. Meeting dates should be logged in the Compliance notebook. All referrals are submitted to the Talent Development School-Based Committee to approve or deny, based on documented student strengths.

- In order to be identified, an accumulation of 12 points on the Talent Development Identification Rubric (appendix A) 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.

Identification in Either AIG Reading or AIG Math
SECOND-TWELFTH GRADE- If a student's battery of assessment results do not result in AIG identification in BOTH Reading and Math using the Talent Development Identification Rubric, students are eligible to identify AIG in ONLY Reading or ONLY Math. Subtest results from the nationally-normed aptitude test, nationally-normed achievement test, or NC End-of-Grade Assessment will be used to determine eligibility. Individuals must accumulate 6 points on the subject-based Talent Development Identification Rubric to identify AIG in Reading ONLY or Math ONLY.

Testing Outside of CMS
Outside testing results can be considered if a student has results from a CMS approved nationally-normed aptitude test AND a nationally-normed achievement test or NC End-of-Grade assessments. Tests must be administered by a state licensed psychologist and have been conducted within the last 24 months. Assessment scores must result in an accumulation of 12 points on the Talent Development Identification Rubric (Appendix A).

Students who, according to their Individualized Education Program (IEP) or Section 504 Plan, cannot take this type of standardized testing with or without accommodations or modifications or whose necessary accommodations or modifications are not available with, or appropriate for this testing, will be eligible for the gifted program through alternative assessments.

**Planned Sources of Evidence:**
- Powerschool data
- Testing documentation and accommodations
- Parent notifications
- Identification referrals and testing
- Compliance documentation
- ESL WIDA Access data

**Other Comments:**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Currently, there are pockets of evidence of this practice throughout the district. Elementary schools have been more successful in identifying and testing students from underserved populations. The TD department is in the pilot phase of a LEP TD Identification process which includes a portfolio. All TD Catalyst have been trained in identifying LEP students. This cannot be said at the secondary level. Stronger collaboration has to be established between the Gifted, English as a Second Language, Exceptional Children, and Title I departments in an effort to better identify and serve these students.

**Goals:**
1. Expand the LEP pilot. There are ten schools in the pilot now, which will be expanded each year by five or more schools until full implementation in 2016.
2. Include the use of WIDA Access rubrics to better inform LEP portfolio scoring in the pilot schools. ESL personnel will be trained in the portfolio indicators and scoring will be done in collaboration with them.
3. Research various gifted rating scales and the implications of a change to a digital option.
4. Better communicate referral information to the secondary stakeholders.
5. Better define the role and importance of the TD committee at each school. Evidence must be collected from committee meetings and included as part of the Compliance notebook.
6. Encourage Academic Facilitators to provide training to all middle school teachers on the characteristics, referral, screening, and identification of gifted students.
7. Develop a guide for parents, teachers, and the community in the characteristics of gifted students from underserved populations. This guide would include students who are twice exceptional, highly-gifted, English Language Learners, culturally/ethnically diverse. Steps for referring students for testing and additional parent resources will be included.

**Description:**
- LEP students will have an additional opportunity for identification through the portfolio process. The entrance to this alternative assessment will be based on the student’s nonverbal score on a nationally normed aptitude test.
- Accommodations on standardized testing will be followed for Limited English Proficiency students and students with exceptionalities based on the student’s IEP or 504 plan. Possible accommodations will be reviewed with Talent Development catalysts, Academic Facilitators, and other testing personnel at the beginning of each year.
- An important part of the referral and identification of gifted students is the level and degree of training that teachers have so that they can help serve these students. Therefore, training will be provided to TD Catalysts and Academic Facilitators in issues and topics concerning the underserved populations. In addition, the TD office will provide training to teachers and/or other staff members in the ESL, EC, and Title I offices.
- A parent and community guide will be available to help all stakeholders better understand the characteristics and needs of the various types of gifted learners.

**Planned Sources of Evidence:**
- AIG Headcount reflective of district’s demographics
- Testing documentation and accommodations
- Parent notifications
- Identification referrals and testing
- Compliance documentation
- ESL WIDA Access data

**Other Comments:**

**Practice D**
Ensures consistency in implementation of screening, referral, and identification processes within the LEA.

This practice is a **Maintained Practice** for 2013-2016.

**Rationale:** Concerns regarding this practice highlighted consistency issues from school to school. While the elementary schools have shown strong compliance, there has been little focus of this in the secondary schools. Similar procedures, as established in the elementary school, need to be more strongly enforced at the middle and high school level.

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

**Description:**
- Parent University presentations will be scheduled providing information to parents on the gifted program and the methods of identification
- School-based TD Committee meetings will be held regularly and documentation of agendas/minutes must be filed with the TD office. Elementary and middle school committees must meet regularly. High school committees must meet as needed.
- Compliance documentation must be sent to the TD office as described in the TD Compliance handbook. A meeting between the school and the TD office will be scheduled for schools failing to maintain compliance documentation. Principals are notified of this meeting. If compliance does not improve, a formal letter will be sent to the principal explaining the problems with compliance and the steps that need to be taken to resolve the issues. The Learning Zone office is also contacted.

**Planned Sources of Evidence:**
- School-based TD Committee Agenda/minutes
- Parent University Course guides
- District Calendar for testing and compliance
- Compliance Handbook
- District surveys
- Student AIG folders

**Other Comments:**

**Practice E**
Establishes written policies that safeguard the rights of AIG students and their parents/families, including informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.
This practice is a **Maintained Practice** for 2013-2016.

**Rationale:** This practice was rated as mostly evident when completing the self-assessment form. While it is not a primary focus of our improvements, the TD department must be proactive, ensuring that policies are clearly in place to safeguard the rights of gifted students and that district personnel are held accountable for these rights.

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

**Description:**
- A Procedures for Resolving Disagreements (available in the appendix) is available to all stakeholders. It is available on the CMS TD website and in the TD Compliance notebook. In addition, it will be outlined to all schools at the beginning of the school year through TD, AF, API, and Principal meetings.
- New students entering from other school districts may qualify for Talent Development in CMS if their tests are accepted in CMS (see Talent Development Approved Tests located in the appendix) and the scores are no older than 24 months. If a student is identified as gifted in another district or state but whose test scores are older than 24 months or based upon tests/evaluations not approved by CMS, the student will be presented to the School-based TD Committee for possible retesting in CMS.
- Accommodations on standardized testing will be made for Limited English Proficiency students and students with exceptionalities.
- Parents must sign a permission form for individualized standardized testing in the Talent Development program. If the test results indicate placement in the Talent Development program, parents must sign a form giving CMS permission to serve these students in the program. All forms are available in multiple languages.
- Students whose prior evaluation did not meet placement qualifications may be re-evaluated by CMS after a period of at least twelve months with supporting evidence of outstanding classroom performance, teacher referral, and high developmental scale scores on the EOGs in math and reading.
- Parents may, at their own expense, have testing completed for a student. This testing must be done by a licensed psychologist using one of the approved CMS tests (see appendix). Outside test scores are valid for 24 months.
- Identified Talent Development students will retain their Talent Development status if they transfer schools within CMS or if they leave the district and then return to CMS later in their educational career.
- CMS will only provide testing for K-12 students currently in a CMS school.

**Planned Sources of Evidence:**
- District plan for gifted education
  - Student AIG folders
  - Parent Surveys
  - Documented process of actual grievance
  - Compliance Handbook

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

This practice is a Focused Practice for 2013-2016.

Rationale: Currently, schools are responsible for holding annual parent meetings that explain services outlined in the Differentiated Education Plan (DEP). A concern raised by the advisory team is whether or not what the DEP or the Individualized Differentiated Education Plan (IDEP) states is actually being implemented. Based on both the self-assessment data and discussions held within the committee, this practice will be a focus as more accountability measures are put into place to ensure a strong connection between the student's educational experience and the services outlined in the DEP/IDEP.

Goals: 1. Revise the current DEP form to better meet the needs of students and school personnel.
2. Provide more professional development opportunities related to examining student work which reflects strategies and applications of differentiation to middle school Academic Facilitators, TD Catalyst teachers, and AP teachers.
3. Work with secondary teachers to strengthen their course syllabi and notebooks required for the Honors Course Review process.
4. Develop an online resource center to better help schools meet the needs of the DEPs. This will include online modules related to academic rigor, differentiation, and the social emotional needs of gifted learners.

Description: • The School-based TD Committee creates an Individual Differentiated Education Plan (IDEP) for all identified K-1 students, students who are grade accelerated, and for students who are twice exceptional and require more individualized services. This plan includes instructional, as well as social/emotional objectives. Parents and classroom teachers are invited to a conference to discuss how the needs of the student will best be met. Translators are available upon request.
• All identified second through eighth grade students (who do not have an IDEP) have a Differentiated Education Plan (DEP). Teachers invite parents to a meeting in the beginning of each school year (second grade parents will have a meeting after the identification process) and discuss methods by which their Talent Development student will receive differentiation. Documentation of this meeting including the invitation, a parent roster, and the plan itself is readily available at each school and at the central office (grades 2-8). The DEP is available in Spanish and translations into other languages are available upon request.
• At the end of the year, a Performance Review is completed on each second through eighth grader. This review is divided into four sections: content evaluation, process evaluation, product evaluation, and affective evaluation. Teachers rate students in each area on a scale of one to four, with four being the highest rating. Recommendations for continued services are also included on this form. The parents, school, and central office keep a copy. This form is available in Spanish and translations into other languages are available upon request.
• The High School DEP is the course syllabus for each Honors, Advanced Placement (AP), and International Baccalaureate (IB) courses. Teachers invite parents to a DEP meeting at the beginning of each school year to discuss methods by which their Talent Development student will receive differentiation. Documentation of this meeting including the invitation to conference, a parent roster, and the syllabi are housed in a Talent Development Compliance Handbook at each high school and
is readily available for Talent Development audits.

**Planned Sources of Evidence:**
- District plan for gifted education
- Student AIG folders, DEPs, IDEPs
- DEP parent meeting rosters
- Parent Surveys
- Documented process of actual grievance
- Compliance Handbook

**Other Comments:**
Standard 2: Differentiated Curriculum and Instruction

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

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

This practice is a Focused Practice for 2013-2016.

Rationale: CMS will continue to differentiate the NCSCOS to provide rigorous, in-depth and challenging content and instruction to gifted students and students with high academic potential. Our program evaluation data indicated that while this practice is being addressed thoroughly in our elementary schools, there is need for more extension and enrichment of our secondary curriculum, especially in middle school. For this reason, this will be a focused practice. When funding is available, an Honors Alliance will be established for secondary teachers, and will serve as an avenue for further training and vertical articulation. Through the collection of student work, sample lesson plans/observations and anecdotal data through focus groups and surveys, CMS can pinpoint areas of strengths and areas of growth. These findings will be shared regularly with the Chief Academic Officer (CAO), Zone Superintendents, and Principals.

Goals: 1. Develop an online resource center to better help schools meet the needs of their gifted students. This will include online modules related to differentiation strategies including enrichment, extension, and acceleration.
2. Establish an Honors Teacher Alliance, to provide more rigorous and differentiated services to middle school students.
3. Provide teachers with specific guidance for differentiating instruction for students at varying learning levels.
4. Work with schools to increase student access to Advanced Placement courses in the 9th and 10th grades.
5. When funding is available, provide gifted curriculum, such as Springboard, for honors courses in middle and high school.

Description: • Elementary schools will use the Catalyst Program Model for grades K-5. Catalyst is an organizational model of gifted education within the regular classroom setting. As the Talent Development Teacher consults and collaborates with the classroom teacher, they combine their strengths and expertise to design and implement more frequent differentiated educational experiences for gifted students.
• Gifted learners are not just gifted for a specific time each day or week. Therefore, services for gifted learners are a required part of their total educational environment in order for maximum learning to take place. Programming options that are systematic and sustainable must be provided on a regular basis during the regular school day. Within the Catalyst model, Talent Development Catalyst Teachers can be traditionally or flexibly scheduled. The content and timing of direct instruction by the
Talent Development Teacher are scheduled when it is most needed within the context of the school and the classroom instruction, enhancing the continuity of studies. Services that are flexibly scheduled will equalize over a year's time, but will not be equal for all students every week or each month. For example, students in a particular grouping may have intense contact with the Talent Development Teacher for a week, then work under the supervision of the classroom teacher, and have contact again with the Talent Development Teacher as they complete projects.

- Talent Development Teachers should spend approximately 30-40% of their time directly teaching students. They need 60-70% of their time designated for indirect services, which includes collaborative teaching in any format - co-planning, the development of supplemental materials, and co-teaching. Administrators should understand and support the appropriate use of non-instructional time that will be necessary to support the responsibilities of Talent Development Teachers, including gifted identification and compliance documentation requirements.

- Essential Components of the Catalyst Model:
  Cluster grouping: gifted students are clustered together to allow them access to learning at the level and complexity they need. A cluster is defined as a group of five or more identified gifted students, placed together in a heterogeneous classroom, who have the opportunity to work together for at least part of the school day. Alternative curriculum activities are provided based on the student’s need.

To effectively implement the Catalyst model, certain essential components should be recognized:

- Flexible pacing of instruction
- Substitution of supplementary materials recommended by the Talent Development Specialist
- Cluster grouping within a heterogeneous classroom
- Pull-out services employed only when absolutely necessary and after having ruled out collaborative efforts
- Designated classroom teacher participation in regularly scheduled planning time with Talent Development Teacher
- Talent Development Teacher participation in professional development during monthly Catalyst meetings
- Daily planning time scheduled for Talent Development Teacher to research, collect, and develop lessons
- Administrative support
- Consultation activities documented and evaluated

- An Academic Facilitator is assigned to each middle school. One of the Academic Facilitator’s duties in support of regular classroom teachers is to model and plan differentiated instruction for gifted students and students with high academic potential.
- In many schools across the district, classroom teachers collaborate with TD Catalysts or middle school Academic Facilitators to design and implement differentiated learning experiences. The degree to which this is done varies across the district and improvement is always necessary.
- During the next three years, CMS will highlight 21st century skills concentrating on helping teachers and support staff design lessons that extend the NCSCOS with an emphasis on problem-solving, innovation, collaboration, creativity, and real world application.
Planned Sources of Evidence: - Sample curriculum units, lessons, and professional development activities
- Student work products
- Classroom observational data
- Focus group and survey data
- School Contact Forms

Other Comments:

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

This practice is a Maintained Practice for 2013-2016.

Rationale: CMS will continue working with teachers and schools to ensure rigorous and relevant instruction is delivered to students. Best practices, modeling, and curriculum coaching will be available to schools as we all work to meet the academic needs of our gifted students and students with high academic potential. A stronger emphasis on differentiation for Honors level courses will be established. Best practices will be shared among Academic Facilitators for middle school courses. In addition, when funding is available, an honors alliance will be established for secondary teachers. This alliance will be an avenue for further training and vertical articulation. In the interim, professional development for these teachers will remain a focal point for the department.

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

Description: • The Talent Development Department will continue to provide training and support for Talent Development Catalyst teachers to ensure that curriculum plans for language arts, math, science, and social studies will include objectives, content, assessment, teaching strategies, and resources that provide appropriate curricular challenges for a broad range of gifted learners.
• A curriculum encompassing high-order thinking skills, depth of understanding, high expectations, consistent student support, student connectedness to real world, and student choice on questions and topics studied are key elements to students' achievement at any grade level. Resources and professional development provided by the department are focused on diverse and effective instructional practices which respond to students' identified abilities, readiness, interests, and learning profiles.

Planned Sources of Evidence: - Sample curriculum units, lessons, and professional development activities
- Student work products
- Classroom observational data
- Focus group and survey data
- School Contact Forms

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

This practice is a Focused Practice for 2013-2016.

Rationale: The CMS gifted program currently uses a variety of resources that are research-based and considered best practice for gifted learners, especially at the elementary level. The elementary resources provide a differentiated curriculum that is rich, varied, and contains escalating levels of challenge for language arts and math. In addition, several extra-curricular programs/activities are available to students to enrich their academic setting. This will be a focused practice due to a need to strengthen our secondary supplemental resources. The recent adoption of the College Board's Springboard Pre-AP program in selected middle and high schools will strengthen this practice during this cycle of the plan. In addition, several extra-curricular programs/activities are available to students to enrich their academic setting. CMS will continue to offer these programs, focusing on curricular support to the schools and helping parents better understand the extra-curricular activities available to students.

Goals: 1. Provide professional development for all middle school teachers of honors language arts and honors math related to the use of learning strategies which emphasize higher-order thinking skills that challenge students to aim higher and achieve more.
2. Continue to support AVID at school sites throughout the district. AVID's College Readiness System is offered as an academic elective at the secondary level. AVID curriculum accelerates learning, for students in the academic middle, by using research based methods of effective instruction. The AVID Curriculum focuses on building students writing, inquiry, collaboration, reading, and organizational skills.

Description: - The Talent Development Department will continue to provide a variety of research-based supplemental resources that augment curriculum and instruction. We also provide training and support for Talent Development Catalyst teachers to ensure that curriculum plans for language arts, math, science, and social studies will include objectives, content, assessment, teaching strategies, and resources that provide appropriate curricular challenges for a broad range of gifted learners.
- The William & Mary Language Arts strategies are used in grades 2-5 with gifted and potentially gifted students.
- Selective novels and informational texts at advanced reading levels, rich in content provide student opportunities for in-depth and open-ended discussions involving key issues, ideas, and themes are provided to all elementary and middle schools.
- Content integration provides the framework for curriculum extension for high ability students in grades K-5. A theme, rather than a topic will be the organizing element.
- A variety of problem solving materials provide extensions in logical-mathematical reasoning for grades K-5. Hands-on-Equations training is available.
- Purposely selected contests and competitions (e.g. Math Olympiad and Odyssey of the Mind) are available at all elementary schools.
- Inquiry-based learning activities allow students to develop critical thinking skills at all grade levels.
- Choice in learning activities and products allow for individual and small group investigation and
fosters student engagement in the learning process.

- Tiered lessons and curriculum compacting strategies are developed in classrooms at all levels.
- On-going assessments, both formal and informal, enable teachers to monitor student understanding and achievement.
- Purposely selected resources will be utilized in Magnet Schools.

**Planned Sources of Evidence:** - Sample curriculum units, lessons, and professional development activities
- Student work products
- Classroom observational data
- Focus group and survey data
- School Contact Forms

**Other Comments:**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** As leaders in the 21st century, it is vital that our gifted students and students with high academic potential are excelling in skills such as collaboration, problem-solving, critical thinking, innovation, and leadership. This can only be done using real world relevant lessons that are both interdisciplinary and rigorous. CMS has a district-wide initiative to ensure that our students graduate with 21st century skills. The gifted department offers numerous workshops on rigor and critical thinking, and our teachers and students are the flag ship of this initiative.

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

**Description:** • Both elementary TD Catalyst teacher and middle school Academic Facilitator meetings emphasize specific 21st century themes (Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy; Health Literacy; and Environmental Literacy) and skill sets (Learning and Innovation; Information, Media, and Technology; Life and Career). These professional development offerings use an array of technology and skill bases such as blogs, wikis, web quests, twitter, or podcasts.

- Sharefairs are held regularly for TD Catalyst teachers and Academic Facilitators highlighting projects/lessons that connect the NCSCOS to the 21st century skills.
- The gifted department provides professional development to TD Catalyst teachers and Academic Facilitators in how they can facilitate the incorporation of these skills into lesson and unit planning.
They share digital examples of exemplar work samples that assess students' skill base and multidimensional abilities.

- The gifted department offers numerous workshops on rigor and critical thinking.

**Planned Sources of Evidence:**
- Sample curriculum units, lessons, and professional development activities
- Student work products
- Classroom observational data
- Focus group and survey data
- School Contact Forms
- Assignments and rubrics
- Service Learning activities
- Web quests, wikis, blogs, podcasts

**Other Comments:**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Several trainings have been offered to assist teachers in the use of formative assessments. Currently, the focus for the gifted department is using Professional Learning Communities (PLC) with TD Catalyst Teachers and Academic Facilitators so that they can better guide classroom teachers in using formative data to flexibly group students. In addition, professional development focuses on using assessment data and the DataWise process to implement more effective instructional practices.

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

**Description:**
- Multiple assessments and evaluation tools are used to identify strengths and weaknesses of the curriculum and instruction used with gifted students and students with high academic potential.
- On-going assessment of student work enables teachers to monitor student understanding and achievement. TD Catalyst Teachers and Academic Facilitators collaborate with classroom teachers to collect, interpret and analyze student data for identified gifted students to better link learning and teaching.
- The overall impact of the curriculum program on individual student achievement is assessed by the school using qualitative measures which may include rubrics, portfolios, and student-led conferences.
- An evaluation process District Advisory Committee will be carefully constructed to represent Academic Facilitators, parents of gifted students, content teachers, principals, and Talent Development and Advanced Studies Specialists.

In a series of meetings, the District Advisory Committee will be asked to carry out the following tasks:
- Identify important evaluation questions that include the effects of curriculum design and services on gifted students
- prepare a survey to be completed by parents of gifted students, teachers who work with gifted students, and gifted students
- analyze the results and make recommendations for curriculum revisions.

• The Talent Development Department will collect end-of-grade test data for gifted populations and analyze outcomes. Using committee recommendations and data analysis, revisions will be made for the following year. Results will be distributed to parents via parent meetings, website updates, and written communication.

**Planned Sources of Evidence:** - Formative assessment samples
- Professional development handouts and agendas
- Examples of flexible grouping (lesson plans)
- PLC minutes

**Other Comments:**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** While we have taken steps in the right direction to better meet the social and emotional needs of gifted students, more must be done to provide the specific guidance and support that our students need to be successful. Stronger collaboration between the department and Student Services must be established so that a district-wide impact can be made on addressing this aspect of gifted education.

**Goals:**
1. Establish stronger connections with Student Services so that opportunities, concerns, and celebrations are shared across the district.
2. Collaborate with Student Services to provide mandatory training to counselors, K-12 on the social and emotional needs of gifted students.
3. In addition to Parent University, create opportunities for parents to share ideas and experiences either through guest speakers, book studies, or focus groups.

**Description:** • Teachers, counselors, and other related professionals will receive training in recognizing gifted characteristics with an emphasis on special populations. School staff will receive information addressing the social-emotional needs of gifted children.
   o Training will be provided to teachers and counselors in understanding the complexity of gifted students – this includes topics such as perfectionism, underachievement, asynchronous development, and bibliotherapy.
   o Teacher training awareness of under-represented gifted learners and identification of potentially gifted students will be provided annually.
• Parents will be offered information about the characteristics and social-emotional needs of gifted children.
   o The book "The Survival Guide for Gifted Kids" is available in every elementary school.
Yearly scheduled forums on gifted students' needs will be open to parents. When possible, these forums will be scheduled within each learning zone to meet the needs of that particular area.

- In-classroom guidance activities will provide students with information about gifted characteristics and will help them develop strategies for self-calming, anxiety reduction, improving flexibility, and managing perfectionism.
  - To better understand themselves, gifted students will learn to describe in their own words the common characteristics of gifted people and identify ways that these individuals are similar to and different from others.
  - Students will be exposed to varied learning theories on giftedness.
  - Students will engage in activities that offer leadership and creative opportunities.
  - Counselors support and advise gifted students throughout the registration process. This provides students with the guidance that they need in determining appropriate course offerings and understanding college expectations.
- Students will realize and appreciate their gifts and celebrate their abilities and achievements.
  - Counselors will work with at-risk and/or underachieving students in middle and high schools to help them accept being gifted and understand the opportunities available to them as a result of their potential.
  - Schools will showcase students' achievements and successes helping to create a school culture where giftedness is honored and celebrated.

**Planned Sources of Evidence:**
- Survey and focus group data
- Curriculum units/lesson plans which address the affective domain
- Agendas, minutes from meetings and presentations addressing the social/emotional issues

**Other Comments:**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** CMS currently has a Learning Immersion program at the TD magnet schools which is designed to nurture the potential of young gifted students, but we need to provide a strong nurturing program district-wide. This will be a focused practice, as we develop and implement a district nurturing program supported by current, relevant research, curriculum and strategies to identify and strengthen potential giftedness in young learners.

**Goals:**
1. Provide professional development on K-2 Nurturing to all TD Catalyst teachers in every school. Also develop a professional development module for Title I schools which focus on the characteristics of gifted learners across a diverse student population as well as strategies and resources that can be used to cultivate students' interests and abilities.
2. Research curriculum resources for teachers and provide them on the Online Resource Center or in print.
3. Through the district's existing ESL pilot, find ways to better nurture and identify ESL students for the gifted program. This dialogue can emphasize work samples, how to use language acquisition as
an indicator for potential, and the use of adjusted verbal score requirements for identification.
4. Provide further opportunities for LI/TD teachers across the district to collaborate and design instructional units. This will include the annual LITD Magnet Institute.

**Description:** • During second grade, students in the Learning Immersion (LI) program are evaluated for entrance into the Talent Development (TD) program. The TD magnet school provides a full-day concentrated program appropriate for identified gifted students in grades 3-5. LI students who do not qualify by grade 3 may remain in the schools, continuing in the Learning Immersion program.
• We are currently re-evaluating the Learning Immersion program at the TD Magnet schools, focusing on student data, stakeholder surveys, and classroom observations. We want to ensure that the instructional program is nurturing students' potential, and that the program is meeting the needs of our stakeholders.
• Students in the second grade have an opportunity to enter the gifted program through a portfolio process. Students who have a T score of 65 or greater in three of the six areas measured on the Gifted Rating Scales, regardless of standardized test scores, work with the Talent Development Teacher and the classroom teacher to develop a portfolio. This portfolio provides evidence of the child's critical thinking skills, abstract thinking skills, and problem solving abilities. The development of the portfolio exposes children to various activities that will help nurture their potential and help them develop their gifts with extra support and guidance.
• Through the district's PLC initiative, the gifted team has collaborated with the English as a Second Language (ESL) team to better identify ESL students for the gifted program. This dialogue continues to emphasize testing, work samples, and how to use language acquisition skills as an indicator for potential.

**Planned Sources of Evidence:** - Survey and Focus Group Data
- Curriculum Units/Lesson Plans which address the affective domain
- Agendas, Minutes from meetings and presentations addressing social/emotional issues

**Other Comments:**

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

This practice is a **Maintained Practice** for 2013-2016.

**Rationale:** There has been a natural connection between content-area specialists and the gifted office through the collaboration of Curriculum and Instruction. Through district-wide Professional Learning Communities (PLC), the gifted team has been able to work very closely with the ESL department in identifying and serving gifted ESL students. A stronger connection needs to be made with the Exceptional Children's (EC) department, especially in serving (academically and socially) twice exceptional students.

**Goals:** This section does not need to be completed based on the chosen category of the practice.
**Description:** • Maintain collaboration with Curriculum and Instruction through monthly Directors’ meetings, Division meetings, and other district initiatives
• Continued work with the ESL team through PLCs to better identify and serve the gifted students and students with high academic potential within the ESL population
• Provide specific information to parents and the community regarding the unique academic and social/emotional needs of these students in the CMS Parent Guide. The guide will include specific contacts and reference information from both the ESL and EC departments.

**Planned Sources of Evidence:** - Agendas/minutes from district meetings
- Work samples as evidence of differentiation
- DEPs/IDEPs
- Communication to parents and the community about the programs

**Other Comments:**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Article 9B stipulates that every LEA will craft a gifted plan of education. This plan should outline the programming, services, and identification within the district. To ensure that this plan is being followed and appropriate services are being delivered, compliance checks are completed at every level. In addition, quantitative and qualitative data are reviewed regularly by the District Advisory Team to make any necessary revisions. Schools are responsible for submitting compliance documents to the gifted office, and compliance audits are conducted annually. A cornerstone of this compliance is the DEP/IDEP document. This document is reviewed annually with parents/families to ensure effective programming, a continuum of services, and support school transitions.

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

**Description:** • The School-based TD Committee creates an Individual Differentiated Education Plan (IDEP) for all identified K-1 students, students who are grade accelerated, and for students who are twice exceptional and require more individualized services. This plan includes instructional, as well as social/emotional objectives. Parents and classroom teachers are invited to a conference to discuss how the needs of the student will best be met. Translators are available upon request.
• All identified second through eighth grade students (who do not have an IDEP) have a Differentiated Education Plan (DEP). Teachers invite parents to a meeting in the beginning of each school year (second grade parents will have a meeting after the identification process) and discuss methods by which their Talent Development student will receive differentiation. Documentation of this meeting including the invitation, a parent roster, and the plan itself is readily available at each school and at the central office (grades 2-8). The DEP is available in Spanish and translations into other languages
are available upon request.

• At the end of the year, a Performance Review is completed on each second through eighth grader. This review is divided into four sections: content evaluation, process evaluation, product evaluation, and affective evaluation. Teachers rate students in each area on a scale of one to four, with four being the highest rating. Recommendations for continued services are also included on this form. The parents, school, and central office keep a copy. This form is available in Spanish and translations into other languages are available upon request.

• The High School DEP is the course syllabus for each Honors, Advanced Placement (AP), and International Baccalaureate (IB) courses. Teachers invite parents to a DEP meeting at the beginning of each school year to discuss methods by which their Talent Development student will receive differentiation. Documentation of this meeting including the invitation to conference, a parent roster, and the syllabi are housed in a Talent Development Compliance Handbook at each high school and is readily available for Talent Development audits.

• Compliance audits will be conducted annually. Schools are given a compliance notebook outlining the necessary components to the audit. Particular attention is paid to the DEP/IDEP and how differentiated services are delivered.

• TD Catalyst Teachers and Academic Facilitators are asked to conduct transition meetings for fifth and eighth grade families. The gifted office also works with Parent University to tie specific information regarding gifted students and students with high academic potential into already established parent courses.

**Planned Sources of Evidence:** - Compliance check sheets
- School contact forms
- Parent course – PowerPoint, agenda, sign-in
- DEPs/IDEPs

**Other Comments:**
Standard 3: Personnel and Professional Development

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

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Talent Development/Advanced Studies/AVID department has five central office positions dedicated to meeting the needs of gifted students and students who have high academic potential. In addition, TD Catalyst Teachers are at every elementary school (days are determined by an allotment) working with these students to obtain maximum academic growth. Academic Facilitators are at every middle school and half of their responsibility is working with teachers to ensure differentiation and rigor. A particular strength of the Talent Development/Advanced Studies/AVID department has been focused and ongoing professional development. The department has provided professional development to the TD Catalyst Teachers, Academic Facilitators, and school staff in topics such as rigor, higher level questioning, and differentiation.

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

Description: Director of Talent Development, Advanced Studies, AVID
Responsibilities:
• Provides a consistent vision of education for gifted and advanced studies that supports the larger Charlotte-Mecklenburg Schools (CMS) vision
• Supervises the Talent Development, Advanced Studies, and AVID programs
• Advocates for the unique social and emotional needs of gifted students and students with high academic potential
• Facilitates district-wide conversations about the needs of gifted students and how CMS can best meet those needs
• Coordinates Talent Development and Advanced Studies curriculum with CMS initiatives
• Monitors day-to-day operations of Talent Development, Advanced Studies, Honors, International Baccalaureate, Advanced Placement, AVID, and Honors Programs
• Provides supervision of district Talent Development and Advanced Studies personnel
• Coordinates activities and system-wide meetings dealing with education of the gifted students
• Manages the Talent Development and Advanced Studies budgets
• Prepares and presents reports, data and other correspondence regarding Talent Development and Advanced Studies Program to appropriate audiences

Talent Development Elementary Specialist
Responsibilities:
• Supports implementation of the elementary Catalyst Model
• Recommends the allotment formula for number of Catalyst Teachers (based upon student headcount) in each school.
• Assigns Catalyst Teachers to schools
• Observes and coaches Catalyst Teachers
• Provides professional development in response to teacher and school district needs
• Responds to principals' requests about Catalyst Teachers and the implementation of the Catalyst model
• Coordinates professional development, resources, and guidance to support the social and emotional needs of gifted students and students with high academic potential
• Addresses parent questions and concerns
• Works with other Talent Development/Advanced Studies staff, Curriculum and Instruction Program staff, and the Compliance Teacher as appropriate

Advanced Studies Specialist

Responsibilities:
• Provides support for AVID coordinators, elective teachers, and administrators
• Provides an analysis of current student enrollment data in the AVID program
• Compiles Certification Studies as well as other data reports as requested by AVID Center
• Provides support for Honors, Advanced Placement, and International Baccalaureate teachers
• Provides an analysis of current student enrollment data in upper level courses
• Coordinates professional development, resources, and guidance to support the social and emotional needs of gifted students and students with high academic potential
• Addresses parent questions and concerns
• Supports implementation of the middle school Talent Development Model
• Responds to Principal requests about Academic Facilitators and the implementation of the middle school Talent Development Model
• Observes and coaches Academic Facilitators working with the middle school Talent Development Model
• Organizes special programs for students (i.e. Governors School)
• Works with other Talent Development and Advanced Studies Programs staff, Curriculum and Instruction Program staff, and the Compliance Teacher as appropriate
• Provides professional development in response to teacher and school district needs

Secondary Talent Development Specialist

Responsibilities:
• Administers tests to students for Horizons Program placement
• Coordinates professional development, resources, and guidance to support the social and emotional needs of highly gifted and profoundly gifted students
• Acts as Horizons Committee Chair, responsible for arranging meetings, collecting applications, and acting as a point-person for parents
• Facilitates the High School Horizons program, working with students in choosing topics, arranging mentors, and ensuring successful completion of the internship program
• Compiles data in regard to the Horizons program and uses that data to plan professional development for Horizons teachers, to provide resources needed for the program, and to advocate for the needs of highly or profoundly gifted students
• Works with teachers and counselors to schedule Horizons students in appropriate coursework
• Works with other Talent Development and Advanced Studies program staff and Curriculum and Instruction staff, and the Compliance Teacher as appropriate
• Organizes special programs for students (such as Spectrum of the Arts)
• Addresses parent questions and concerns

Talent Development Compliance Support Teacher
Responsibilities:
• Addresses procedural questions concerning identification
• Updates AIG data in Powerschool
• Provides personnel training on identification/placement procedures and record-keeping
• Determines eligibility for the magnet lottery
• Organizes district screening process
• Interprets and analyzes test results
• Administers tests to students for both TD and Horizons placement
• Provides reports for schools and central office
• Compiles end-of-year statistics and collects data related to gifted students
• Conducts internal audits of DEP/IDP files and documents
• Works with other Talent Development/Advanced Studies program staff

Planned Sources of Evidence: - Job descriptions
- Talent Development/Advanced Studies/AVID Department resumes and credentials
- Talent Development/Advanced Studies/AVID Department evaluations

Other Comments:

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The gifted office will provide TD Catalyst Teachers and Academic Facilitators greater support in addressing the social and emotional needs of gifted students and students with high academic potential. This will be done through professional development and resources as budget allows. Particular attention will be given to addressing these needs through the extension and enrichment of the NCSCOS.

Goals: This section does not need to be completed based on the chosen category of the practice.
**Description:** • See job descriptions as listed in Standard 3, Practice A.

**Planned Sources of Evidence:** - Lesson plans
- Materials inventory
- Professional development schedule/agendas
- Focus group and survey data of students

**Other Comments:**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** To improve this standard, the primary focus will be to provide professional development to secondary teachers and staff outside of the gifted department. This includes classroom teachers, counselors, and administrators. Over the next several years, the TD department will institute a series of professional development classes above what is currently being provided through the Summer Teacher Conference and other year-round offerings.

**Goals:** 1. Establish a suite of professional development courses which teachers of AIG students at any grade level will be required to complete. This series of classes will not replace the AIG add-on licensure requirement for TD Catalyst Teachers, but it will help to establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services. The classes will focus on best instructional practices for gifted students and students with high academic potential.
2. Develop a series of courses to help exceptional children's personnel, counselors, and school administrators better understand the needs of gifted students and students with high academic potential. Courses will include an introduction to giftedness, social and emotional needs of gifted students, and appropriate instructional strategies. Ideally, these classes will be offered online providing teachers with online credit.

**Description:** • Professional Development opportunities are available for all teachers of gifted students via state and national conferences, AIG licensure classes, and a train-the-trainer model for LEA initiatives.
• TD Catalyst Teachers and Academic Facilitators attend monthly or bi-monthly district-level meetings facilitated by the Elementary and Advanced Studies Specialists to receive training on best practices in gifted instruction, as well as collaboration and monitoring strategies. In addition, a mentor program between experienced and new TD Catalyst Teachers and Academic Facilitators to ensure a smooth transition, preserve past training, and assist new teachers with questions and concerns. The content of staff development activities reflects the most up-to-date knowledge and practice and address the social-emotional and academic/intellectual needs. This support is differentiated for high and low Talent Development population schools.
• Over the next three years, courses will be offered to classroom teachers, counselors, and
administrators to better prepare them to serve our gifted learners.
• For greater details regarding professional development, please see Standard 2.

**Planned Sources of Evidence:** - Professional development plans
- MyPD records
- Online course registration

**Other Comments:**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** As stated in practice C, the Talent Development/Advanced Studies/AVID department will begin offering courses to district personnel on the academic and social/emotional needs of gifted learners. Progress will be made toward creating a suite of professional development courses which teachers of AIG students at any grade level will be required to complete. This professional development will be strongly recommended, preferably required, for any teacher working with a cluster of TD students in elementary, middle and high school.

**Goals:**
1. Establish a professional development suite of courses which teachers of AIG students will be required to complete. This series of classes will train teachers in best instructional practices for gifted students and students with high academic potential (questioning, problem-based learning, and interdisciplinary models), and will also include classes about social and emotional needs of gifted students. All teachers who teach AIG clusters will be required to earn a minimum of one continuing education credit in gifted education during their 5 year license renewal cycle.
2. Establish a digital resource site to warehouse professional development modules and relevant videos.
3. Create a TD Institute to allow best practices to be shared both vertically and horizontally among our AIG educators. Include elementary, middle and high school staff.
4. Establish accountability practices which ensure that instructional strategies for gifted learners are being shared by Academic Facilitators with middle school teachers and administrators.

**Description:**
• TD Catalyst Teachers must have full or provisional licensure from the states in order to teach in the gifted program.
• Classroom teachers in gifted magnet classrooms have or will enroll in a gifted licensure program within three years. In the meantime, these teachers will be targeted for continued training and professional development provided by the Advanced Studies office.
• AP and IB teachers require specialized training through district or national professional development sessions.
• We will continue the AIG sponsored cohorts at Queens University, providing teachers with an opportunity to gain state issued AIG licensure.

**Planned Sources of Evidence:** - AIG licensure records
- cohort rosters for Queens AIG Add-On Licensure program
- participation rosters for professional development suite of courses

**Other Comments:**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The Talent Development/Advanced Studies/AVID department will continue to align professional development and other initiatives with the district Strategic Plan. The Talent Development/Advanced Studies/AVID department has been instrumental in providing teachers, facilitators and administrators with exemplary work samples that can be used to set high expectations and ensure students' work is rigorous, aligned to standards, and relevant. In addition, the department has spearheaded the district's work on rigor. This includes defining it, helping staff understand how it looks in a classroom, and how to facilitate planning to ensure it is consistently addressed.

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

**Description:**
• The Talent Development/Advanced Studies Department provides training district-wide for K-12 teachers to address rigor in instruction. In addition to the teacher training, administrators receive professional development in facilitating team planning to ensure rigorous, challenging, and relevant instruction.
• CMS district initiatives such as Professional Learning Communities, DataWise, and Response to Instruction will be incorporated into instruction, professional development, and reflection designed for gifted students.

**Planned Sources of Evidence:**
- Gifted Students Task Force recommendations
- Professional development evaluations
- Teacher survey data

**Other Comments:**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** As stated in Standard 2, practice D, 21st century skills are part of the Talent Development/Advanced Studies Department's focus for professional development. This includes a greater emphasis placed on technology and cultural connections. Through the self-assessment, it was determined that while we currently do incorporate 21st century skills in our service delivery, our
students continue to need more in-depth understanding and greater real world application with their developing skills.

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

**Description:** • The department does align professional development opportunities with state and/or national teaching standards and best practices in gifted education, including 21st century skills and content at advanced levels. Both elementary TD Catalyst teacher and middle school Academic Facilitator meetings emphasize specific 21st century themes (Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy; Health Literacy; and Environmental Literacy) and skill sets (Learning and Innovation; Information, Media, and Technology; Life and Career). These professional development offerings use an array of technology and skill bases such as blogs, wikis, web quests, twitter, or podcasts.
  • Sharefairs are held regularly for TD Catalyst teachers and Academic Facilitators highlighting projects/lessons that connect the NCSCOS to the 21st century skills.
  • The gifted department provides professional development to TD Catalyst teachers and Academic Facilitators in how they can facilitate the incorporation of these skills into lesson and unit planning. They share digital examples of exemplar work samples that assess students’ skill base and multidimensional abilities.
  • The gifted department offers numerous workshops on rigor and critical thinking.

**Planned Sources of Evidence:** -Sample curriculum units, lessons, and professional development activities
-Student work products
-Classroom observational data
-Focus group and survey data
-School Contact Forms
-Assignments and rubrics
-Service Learning activities

**Other Comments:**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** This practice is very strong for TD Catalysts who work and plan together regularly. Often their meetings are designed as sharing and collaborative experiences. However, this is somewhat lacking at the secondary level. There is a need to continue to work toward stronger learning communities among middle school Academic Facilitators and teachers, as well as high school Honors, AP, and IB teachers.
**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:** • Planning and collaboration time is provided during Academic Facilitators' and TD Catalysts Teachers’ meetings  
• As professional development is designed, cooperative planning will be embedded into the follow-up sessions.

**Planned Sources of Evidence:** - Planning Agendas/Minutes  
- Designed Collaborative Units

**Other Comments:**
Standard 4: Comprehensive Programming within a Total School Community

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

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** There were two main concerns when analyzing this practice: social/emotional needs and consistency across all schools. Throughout the CMS gifted plan, these two areas have been a primary focus. Over the next three years, an emphasis will be placed on creating a "comprehensive" program, providing connections and intentional programming, K-12.

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

**Description:** • For a detailed approach to the programming and services, please refer to standard 2 and 3.
• Provide semi-annual workshops to CMS staff on the social/emotional, academic, and intellectual needs of gifted students. These workshops will be done in collaboration with the Learning Communities.

**Planned Sources of Evidence:** - DEPs/IDEPs
- Program descriptions
- Service options

**Other Comments:**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Greater attention needs to be placed in aligning services with our identification, goals, and resources. This will not only provide greater consistency across the district but also strengthen our overall program.

**Goals:** This section does not need to be completed based on the chosen category of the practice.
Description: • For a detailed approach to the programming and services, please refer to standard 2 and 3.
• Talent Development Catalyst Teachers and Academic Facilitators will contribute to an annual review of the gifted program. This review will focus on the alignment of services, the growth of gifted students, and the connection between the gifted program and the overall services provided by CMS. This information will be shared with the District Advisory Committee.

Planned Sources of Evidence: -DEPs/IDEPs
- Program descriptions
- Service options
- Summary of evaluations from TD Catalysts and Academic Facilitators
- Agenda/minutes from District Advisory Committee

Other Comments:

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

This practice is a Maintained Practice for 2013-2016.

Rationale: We have continued to make progress in this area but a greater emphasis needs to be placed on secondary services. As a result of this practice, we will continue to promote differentiation services within the gifted program as well as additional counseling to meet the unique social and emotional needs of these students.

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

Description: • For a detailed approach to the programming and services, please refer to Standards 2 and 3.
• Once a year, a joint meeting of representatives, comprised of Talent Development Catalysts and Academic Facilitators, will be held to share ideas, discuss necessary changes, and establish a strong vertical articulation between elementary and secondary gifted education services.

Planned Sources of Evidence: - DEPs/IDEPs
- Program descriptions
- Service options
- Summary of program evaluations from TD Catalysts and Academic Facilitators
- Agenda/minutes from Articulation meeting

Other Comments:

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** While much of this practice will be maintained, after careful analysis, it was determined that a greater emphasis needs to be placed on accountability. Specifically, what steps are in place to ensure that compliance is adhered to at the school level? This is a focus that needs to be addressed over the next three years.

**Goals:**
1. Increase transparency of gifted initiatives and opportunities as well as communication pathways for internal stakeholders through wikisites, an online resource center, newsletters and professional development.
2. Facilitate regular Learning Community level meetings and professional development to increase direct contact with principals and other administrators.
3. Expand monthly professional development on differentiated services and instruction for AIG students with TD Catalyst teachers and middle school Academic Facilitators to have an increased focus on differentiated curriculum.

**Description:**
- Talent Development personnel provide annual workshops addressing the social-emotional needs of gifted students, including special populations.
- The gifted department provides administrators with periodic updates on current best practices in gifted education.
- A handbook of guidelines for gifted education is assembled by Talent Development personnel and is available in all schools.
- Site visits to other schools by teachers and Academic Facilitators to observe best practices is arranged in collaboration with the school.
- Ongoing mentoring of new TD Catalyst Teachers and Academic Facilitators by established TD Catalyst Teachers and Academic Facilitators is arranged by the Elementary TD and Advanced Studies Specialists.
- Annually, a committee made up of teachers, administrators, and staff members will review compliance procedures and recommend additional strategies to ensure consistent delivery of services.

**Planned Sources of Evidence:**
- CMS 2016 Plan for Gifted Education
- department website
- meeting agendas
- workshop rosters

**Other Comments:**

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Communication occurs between grade levels, but there is no active follow-up to these conversations. Greater emphasis needs to be placed on ensuring effective continuation of services at the middle and high school level.

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

Description: • Our department is working to establish a vertical articulation across grade levels to provide Talent Development Catalysts and Academic Facilitators a greater understanding of the continuum of services for gifted learners.
• Focus groups with parents, teachers, students, and administrators will be continuously carried out, and this data will be used to address immediate gaps or areas of concern with gifted services.
• Refer to Standard/Practice 4C.
• Refer to Standard/Practice 2 J.
• Refer to Standard 5.

Planned Sources of Evidence: - DEPs/IDEPs
- Program descriptions
- Service options
- Summary of program evaluations from TD Catalysts and Academic Facilitators
- Agenda/minutes from Articulation meeting

Other Comments:

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Greater communication among all stakeholders in CMS has been a primary focus of this plan. We will continue to strengthen collaboration between content area specialists, English as a Second Language, and Exceptional Children to meet the varied needs of all gifted learners. In addition, the Talent Development team needs to stress greater communication and collaboration with administrators, both at the school and district-level.

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

Description: • Refer to Standards 2 and 3.
**Practice G**
Ensures that school counseling personnel, regular education teachers, AIG specialists, parents/families, and others collaborate to address the social and emotional needs of AIG students.

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Not enough programs are in place to support the social and emotional needs of gifted students and their families. Throughout the plan, several actions were described to better meet these needs in the next iteration of the plan. However, for the purpose of this specific practice, additional research will be done to determine a quality affective curriculum that can be used with our students within the context of our daily services.

**Goals:**
1. Revise the current DEP form at all levels, elementary, middle, and high, to include a section related to the social/emotional needs of students. Provide counselor training in the use of the DEP and IDEP. Increase counselor training in this process, particularly at the middle school level.
2. Provide more professional development opportunities for counseling personnel, regular education teachers, AIG specialists, parents/families, and others the social/emotional needs of students.
3. In collaboration with the CMS Student Support Services, research an affective curriculum to address the social and emotional needs of gifted students. Once a curriculum is adopted, design a plan to implement the curriculum in K-12 classrooms.
4. Maintain Parent University offerings on the social-emotional needs of gifted students.

**Description:** • Refer to Standard 2 and 3.

**Planned Sources of Evidence:** -DEPs/IDEPs
- Agenda/minutes from meetings
- Communication to parents, teachers, and administrators
- Survey and focus group data of stakeholders

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

**This practice is a Focused Practice for 2013-2016.**
Rationale: A more consistent approach to acceleration must be followed across the district to provide gifted students with effective and equitable services. These policies must be clearly articulated to all stakeholders. These best practices adopted to determine acceleration and placement must be implemented as an additional avenue to advocate for the needs of gifted learners. A district policy for students to gain "Credit by Demonstrated Mastery" will be articulated and made available to all stakeholders.

Goals: 1. Provide support to elementary school principals in determining a student's early entry to kindergarten application
2. Establish a district-wide use of the Iowa Acceleration Scales in determining the need for subject or grade acceleration. Communicate the need for an Individualized Differentiated Education Plan for any student grade accelerated.
3. In response to State BOE policy GCS-M-001 – Credit by Demonstrated Mastery, articulate and disseminate a district policy for students to earn credit by demonstrated mastery.

Description: • When determining a possible grade or subject acceleration, principals contact their Talent Development Catalyst or Academic Facilitator who then works with the Talent Development/Advanced Studies/AVID office to begin the Iowa Acceleration Scales (IAS) process. The IAS is to be used as a guide for discussion in determining student eligibility. The final decision for grade acceleration is the school's principal.
• The Horizons Program is available to highly and profoundly gifted students, kindergarten through twelfth grades, whose educational needs require extreme differentiation and acceleration (see Appendix E for program details).
• In making the decision for Early Entry to Kindergarten, CMS must follow North Carolina State Board of Education Policy GCS-J-001, "Policy delineating the standards for early admission to kindergarten." This policy provides that children who will reach their fourth birthday by April 16th may enter kindergarten if they demonstrate an extraordinary level of academic ability, social and developmental maturity, and the ability to participate in a full school day. The policy establishes the specific aptitude and achievement tests score levels (described below) and requires that all testing occurs after the April 16 that follows the child's 4th birthday. To reference the specific policy, please visit http://sbepolicy.dpi.state.nc.us/.

1. APTITUDE – The child shall score at the 98th percentile on a standard individual test of intelligence, such as the Stanford-Binet, the Wechsler Preschool and Primary Scale of Intelligence, the Kaufman Anderson, or any other comparable tests, that shall be administered by a license psychologist. The parent is responsible for arranging and paying for this test.
2. ACHIEVEMENT – The child shall score at the 98th percentile on either Reading or Mathematics on a standard test of achievement such as the Metropolitan Readiness Test, the Stanford Early School Achievement test, the Mini Battery of Achievement, the Woodcock-Johnson, the Test of Early Mathematics (TEMA), the Test of Early Reading Ability (TERA), or any other comparable tests that shall be administered by a licensed psychologist. The parent is responsible for arranging and paying for this test.
3. PERFORMANCE – Children displaying a need to enter kindergarten early shall be able to perform tasks above their age peers. The parent shall submit a sample of student work showing outstanding examples of ability in any (not all) of the following areas: Art, Math, Writing, Dramatic Play, Creative Productions, Science, etc. For further indication of performance, the principal may instruct a teacher
to complete an informal reading assessment.

4. OBSERVABLE STUDENT BEHAVIOR/STUDENT INTEREST – If a child is to be successful in early admission, he/she should be socially and developmentally mature enough to be in a structured setting for a full school day. The child should be capable of following verbal instructions and functioning independently within a group. The school system shall require two recommendation letters with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or other adults with direct knowledge of the child.

5. MOTIVATION TO LEARN/STUDENT INTEREST – A child ready for early admission to kindergarten should be eager to learn...be excited about a new school experience...display a thirst for knowledge. Principals or his/her designee shall determine this information in an informal interview with the child and a more structured interview with the parent. Questions should concentrate on the personal interests of the child.

**Planned Sources of Evidence:** - Acceleration options available
- Summaries of acceleration decisions and use of the IAS in those decisions
- Horizons meeting minutes and decisions
- Early Kindergarten letters of acceptance
- Credit By Demonstrated Mastery procedures, policies, and decisions

**Other Comments:**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** This practice is the most important within Standard 4 because it looks at the needs of each category of gifted learner. Too often, gifted programming is general and not differentiated for the variety of gifted learners. This practice gives the department an opportunity to reflect on the how we are serving these students and the professional development that we are providing to teachers.

**Goals:**
1. Strengthen the Horizons program – providing additional professional development to the teachers and restructuring the entrance requirement to ensure high academic standards and equitable admissions criteria.
2. Collaborate with both the Exceptional Children's department and the English as a Second Language department to provide more specific professional development for the Talent Development Catalyst Teachers and Academic Facilitators. A part of this collaboration will focus on the most appropriate method to use for identifying these students.
3. Develop a program focused on college and career guidance for culturally/ethnically diverse and economically disadvantaged gifted students. One step in this goal is collaborating with the Title I department as well as the AVID team to incorporate a specific focus on gifted students within already established programs.
4. Better define students with high academic potential to ensure that these students are being served
district-wide.

**Description:** • See Horizons description in appendix.

**Planned Sources of Evidence:** - Identification and achievement data
- Student survey and focus group data
- Professional development agendas and course write-ups

**Other Comments:**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** This is an ongoing practice that the team will always be improving. It was designated as a focus practice because the programs and events that we offer have to be better organized. Particular attention also has to be given to determining a plan that not only better communicates these programs to parents but also ensures that these programs are available at all schools.

**Goals:** 1. Increase transparency of gifted opportunities as well as extra-curricular programs and events through wikisites, an online resource center, and a CMS gifted newsletter.
2. Highlight and celebrate extra-curricular programs and events in district and local media.
3. Provide principals with news of upcoming events and opportunities through the principal portal.
4. Develop a quarterly newsletter providing parents, students, teachers, and other CMS staff with information about gifted services, best practices, and upcoming opportunities.

**Description:** • The Talent Development/Advanced Studies/AVID department is dedicated to the development and success of the whole gifted child. As such, student will have opportunities to work with others of similar interests, abilities, and motivation through a wide range of curricular and extracurricular activities. These include but are not limited to Odyssey of the Mind, Math Olympiad, Junior National Honor Society, Science Olympiad, Governor's School, National Honor Society, Beta Club, National Academic League, Battle of the Books, etc.

**Planned Sources of Evidence:** -Department newsletters
-Principal communications
-Online resources and postings

**Other Comments:**
Standard 5: Partnerships

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The main concern regarding this practice is consistency from school to school. While every school is mandated to hold DEP/IDEP meetings, the extent to which the information is communicated to parents and then carried out in the classroom varies to a large degree. Specific policies need to be put into place to ensure that the DEP/IDEP begins the central focus of services for gifted students. Community and family involvement is an ongoing process in facilitating development and implementation of Talent Development and Advanced Studies services for CMS gifted students. All members of the community are encouraged to support, extend, and challenge gifted and high performing students.

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

Description: • Communication is critical for success. The following are examples of communication that may be utilized to encourage involvement of families, community groups, and students in support of the Talent Development and Advanced Studies program:
- Parent newsletters (through the schools and department)
- Parent meetings - including annual DEP meeting
- PTA meetings/curriculum night
- Parent University
- CMS Web Sites
- Interpreters are provided for conferences, as needed, through the ESL office
- Talent Development forms and letters will be translated, as needed
• In addition to the communication methods listed above, the Talent Development department will further engage gifted students’ families and the community through a variety of programs and services. The primary mode for these programs will be through the CMS Parent University.
• The department will create a resource contact database to assist schools in identifying community resources, opportunities and events to showcase the achievement and excellence of gifted students throughout the district.
• Parents will participate in annual Differentiated Educational Plan or Individual Differentiated Educational Plan meetings. These meetings are held during the school year to help parents understand the services and opportunities available to gifted students. If the school-based TD committee determines that the services are not meeting the child’s needs, the DEP and IDEP can be amended as needed during the academic school year. Both the DEP and IDEP can be translated upon request.
• A yearly review of the DEP and IDEP process will take place. The gifted office in conjunction with the District Advisory Team will review stakeholder surveys, anecdotal information, and student performance data to determine if the DEP/IDEP is providing gifted students with appropriate challenge and services. The goal for the next three years is to revise the DEP/IDEP into more informative documents for parent/school communication.

• The department will partner with institutes of higher learning, charter schools, and other districts to facilitate regional events for students and parents.

**Planned Sources of Evidence:** - Websites, Fact Sheets, Parent University flyers and Course Guide
- Agendas/minutes from both school-based TD committee meetings as well as the District Advisory team
- Stakeholder surveys
- DEP/IDEP samples

**Other Comments:**

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

This practice is a **Maintained Practice** for 2013-2016.

**Rationale:** This largely refers back to practice 5 A. As a district, we need to ensure that programming and services are communicated to students K-12. Particular emphasis needs to be given to the secondary level, informing parents, teachers, and students about the AIG plan and the services it guarantees to gifted students.

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

**Description:** • The AIG Plan will be posted on the CMS website once it is approved by the State. The website will also highlight the Procedures to Resolve Disagreements so that parents have easy access to this document.
• Parents will receive information about the gifted plan through school/teacher newsletters, dept. newsletters, parent TD meetings, gifted fact sheets, DEP meetings, and performance reviews.
• Regular updates are shared with principals, TD Catalyst Teachers, Academic Facilitators, and Assistant Principals.

**Planned Sources of Evidence:** -CMS AIG website
- Fact Sheets
- Posted gifted plan
- Stakeholder surveys
- Newsletters to stakeholders
- Meeting agendas
**Other Comments:**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** This is a focused practice for 2013-2016. While CMS has established a District Advisory committee, this team has not been meeting regularly and needs to be provided with ongoing, consistent updates about the program. The Advisory committee needs to have a better understanding of the "big picture" strengths and weaknesses of the program so that they can become a stronger body in guiding, advising, and monitoring the local AIG program and plan.

**Goals:**
1. More consistent District Advisory meetings – held quarterly each year
2. Ensure participation of all stakeholder groups, reflecting the diversity of AIG parents/families and the community
3. Stronger connections with the Learning Community offices and the Learning Community Superintendents
4. Provide Advisory Committee with current and up-to-date quantitative and qualitative data regarding AIG program

**Description:**
- A District Advisory committee will be established to monitor progress, to problem-solve, and to make recommendations to CMS administration.
  a) Committee membership will include:
  - Parents representing each service delivery model at elementary, middle, and high schools
  - A principal representing each service delivery model at elementary, middle, and high schools
  - A principal representing the Talent Development Magnet Schools
  - Talent Development Catalysts representing each of the Learning Communities
  - A gifted certified classroom teacher representing each service delivery model at elementary, middle, and high schools
  - A local expert in the field of gifted education
  b) Meeting time/responsibility of the District Advisory Committee
  - The committee will meet at least once a quarter to determine if any areas of the plan are not being addressed. The committee will analyze and evaluate the program at elementary, middle, and high school levels, communication between those different levels, and the effectiveness of program for students.
  - The committee will be responsible for monitoring the collection of evidence used in future gifted evaluations. In addition, the focus of this committee will be to determine if ample progress, given outside variables (i.e. budget) is being made in the focused and future practices as listed in the plan.
  - The observations, recommendations, and commendations will be shared quarterly with the Chief Academic Officer and Learning Community Superintendents for action as needed.
  - The Advisory Committee will focus on the extent and degree to which the North Carolina Academically or Intellectually Gifted Program Standards are being met. Specific areas that will be addressed include:
a) Student Identification
- Do identification procedures result in equitable representation of diverse cultural and economic groups in the community? Does the program reflect the diversity of the local population? Is the process transparent and user-friendly for parents, teachers, and the community?
b) Differentiated Curriculum and Instruction
- Analyzing data (enrollment numbers, test data, parent survey results) for the catalyst program, the Talent Development Magnet program, International Baccalaureate, Advanced Placement and Horizons. Are resources adequate for gifted population? Where are additional resources (levels, subjects, new schools) needed? Are resources being expended efficiently/productively?
c) Personnel and Professional Development
- Have the professional development activities outlined in the plan impacted or changed teacher/administrator behaviors and student achievement?
d) Comprehensive Programming within Total School Community
- Are there links among the definition of "gifted," identification procedures, and services provided for gifted students?
e) Partnerships
- Are parents receiving regular communication from schools and the Talent Development/Advanced Studies/AVID office? Is this communication relevant? Is it user-friendly? Does it reach out to all populations within the community?
f) Program Accountability
- Are funds being used to best support gifted education in the district? How is the plan's implantation being monitored? Is the plan being implemented with fidelity?

**Planned Sources of Evidence:**
- List of District Advisory Committee members and roles in the district
- Agenda and minutes from committee meetings
- Communication with CAO and Learning Community Superintendents

**Other Comments:**

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

This practice is a **Focused Practice for 2013-2016.**

**Rationale:** Currently, programming information is available to students and in various languages. However, this practice will be a focus, as it needs to be extended so that activities and opportunities outside of school and year-round are addressed.

**Goals:**
1. Create a quarterly CMS gifted newsletter in both English, Spanish and Vietnamese to promote opportunities available to AIG students.
2. Maintain elementary school newsletters and encourage schools to examine their school-based demographics in order to assess translation needs. Provide district contacts for assistance with translations.
3. Distribute CMS gifted program pamphlets to schools on an ongoing basis.
4. Establish a page linked to the CMS website that details programs, opportunities, and support available to gifted students and their families.

**Description:**
- Translators will be available at district level functions and events
- All flyers, fact sheets, applications, and identification documentation will be available in English and Spanish. Other languages will also be available. These languages will be determined based on the district's current demographics.
- Information regarding district support for translators, interpretations, etc will be disseminated to schools as part of the Compliance notebook.

**Planned Sources of Evidence:**
- CMS AIG website
- Fact Sheets
- Posted gifted plan
- Stakeholder surveys
- Newsletters to stakeholders
- Meeting agendas

**Other Comments:**

**Practice E**
Forms partnerships with parents/families, institutions of higher education, local businesses and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

**This practice is a Focused Practice for 2013-2016.**

**Rationale:**
Currently, CMS has established partnerships with local universities through our AIG and math professional development and High Flier initiatives. However, these are limited and are impacting a minimal number of students and teachers. Similarly, while our high school Horizons program involves partnerships and mentorships, it too impacts only a small number of students. Specific steps need to be taken so that gifted students have a variety of higher education and real-world learning experiences. In addition, the department needs to increase their outreach to the community-at-large. Continued emphasis and development of partnerships with businesses, faith-based organizations, and parent groups is vital to implementing a stronger program that promotes academic excellence for all students.

**Goals:**
1. Create opportunities for gifted students to experience academic programs through university partnerships.
2. Establish partnerships with local colleges/universities, businesses and industries, creating real-world learning experiences for gifted students.
3. Create elective programs that will enhance the enrichment and acceleration of students (the extent that electives are available will be determined by budget capabilities).
4. Foster a stronger connection with community leaders to gain their support for the gifted program.
5. Apply for grants that will provide services for gifted students outside of the academic arena such as motivational speakers, camps, and leadership opportunities.
**Description:** In many ways, the district is already involving parents and the community in meaningful ways to support gifted education. In determining how improvements need to be made, particular attention has to be given to ensuring that intentional and collaborative opportunities are in place to involve all stakeholders in gifted education.

- As stated in several areas throughout the plan, CMS will facilitate several Parent University courses focused on gifted education throughout the school year.
- Annual focus groups will be held in each of the five zones. The focus groups will be facilitated by TD district personnel as well as members of the District Advisory Committee. The focus groups will provide an opportunity for parents and students to share their insights, concerns, and ideas about the gifted program.
- The department will maintain the Spectrum of the Arts program for students with talents in visual and performing arts. If funding becomes available, we will expand the program to include academic areas such as math and science.

**Planned Sources of Evidence:**
- Partnerships with families, businesses, faith-based organizations
- Parent University documentation
- Flyers and other media/communications advertising events and opportunities for gifted students

**Other Comments:**
Standard 6: Program Accountability

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

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

This practice is a **Maintained Practice** for 2013-2016.

**Rationale:** In accordance with Article 9B, a written AIG plan will be written to "identify and establish a procedure for providing appropriate educational services to each academically or intellectually gifted student".

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

**Description:**
- Every three years, a plan for gifted education will be written and presented to the Board of Education. This plan will reflect best practices in gifted education as well as be aligned to the district's strategic plan and state AIG standards.
- The written plan will be distributed to every school principal, TD Catalyst Teacher, and Academic Facilitator. It will also be available online for parents and the community.

**Planned Sources of Evidence:** - Charlotte Mecklenburg Schools 2016 Plan for Gifted Education

**Other Comments:**

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

This practice is a **Focused Practice** for 2013-2016.

**Rationale:** There is a monitoring system in place for the AIG program. However, there is no accountability or next step to the monitoring piece. Specific policies need to be established so that the rights of gifted students and the fidelity of the gifted program are maintained.

**Goals:**
1. Work with Learning Communities to increase site visits and align these site visits with the strategic plan and the gifted plan.
2. Develop an observation form which addresses instruction, compliance, and other components of the district plan, which can be used during site visits.
Description: • Refer to Standards 1 and 5.

Planned Sources of Evidence: - Compliance documentation
- CMS Gifted observation form
- Survey and focus group data from stakeholders

Other Comments:

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

This practice is a Maintained Practice for 2013-2016.

Rationale: One of the Talent Development/Advanced Studies department's strongest areas is the use and monitoring of funds for the gifted program. A focus for the team is prioritizing people, resources, and trainings by comparing the costs to the value-added for our gifted students and students with high academic potential. Under the leadership of our financial secretary, our team is fiscally responsible and works diligently to be good stewards of our dollars.

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

Description: • State and local funds will be allocated during the budget process. These funds will be used to maximize the resources, trainings, and services provided to CMS teachers as well as gifted students and students with high academic potential.

Planned Sources of Evidence: - Budget Status Reports
- TD Account Spreadsheets
- Training databases
- Inventories
- Lawson reports

Other Comments:

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

This practice is a Maintained Practice for 2013-2016.

Rationale: A national concern is that our gifted students and high achieving students are not making the academic growth that they should be making in a year's time. End-of-Grade (EOG), End-of-Course (EOC), AVID, SAT, ACT, AP, and IB data will be disaggregated to determine district-wide strengths and weaknesses. This data will be shared with all stakeholders, including the Board of Education.
Goals: This section does not need to be completed based on the chosen category of the practice.

Description: • Disaggregated EOG, EOC, AVID, AP, IB, ACT and SAT results will be shared with the District Advisory Team. This data will be used as a key indicator in evaluating the overall program and effectiveness of the gifted plan.
• This data will also be shared with Principals, TD Catalysts, Academic Facilitators, Executive Staff, and the community.
• Drop-out data for gifted students will be shared with counselors annually. At this time, specific interventions will be implemented as needed.

Planned Sources of Evidence: - Disaggregated data reports
- Drop-out prevention and interventions
- Presentations made to the community, executive staff, and/or the Board of Education

Other Comments:

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

This practice is a Focused Practice for 2013-2016.

Rationale: Monitoring the representation and retention of underserved students continues to be an area of growth for the department. Several actions have been put into place throughout this plan to address our underserved populations. Greater emphasis will be placed on retaining these students and providing them with appropriate services and social-emotional support.

Goals: 1. Develop annual data reports that would show diverse populations, identification numbers, growth numbers, and services.
2. Develop a long term analysis of the portfolio students and their success within the gifted program.

Description: • Please refer to Standards 2, 4, and 5.
• Long term data reports will be designed for the underserved populations (i.e. twice exceptional, highly gifted, culturally and linguistically diverse) will be shared with the District Advisory Team. This data will be used as a key indicator in evaluating the overall program and effectiveness of the gifted plan.
• This data will also be shared with Principals, TD Catalyst Teachers, Academic Facilitators, Executive Staff, and the community.
• The AVID College Readiness Program will be used at AVID sites as in-school support to increase the number of under-represented students in advanced coursework.

Planned Sources of Evidence: - Data reports as described in goals
- Enrollment data in AP, IB, and Honors courses
- Survey and focus group data with stakeholders
- Agendas/minutes from presentations and meetings
- AVID demographic data

Other Comments:

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Trained personnel is essential in improving the gifted program and providing appropriate services to our students. Therefore, documents will be maintained demonstrating licensure and professional development opportunities for Talent Development Catalysts, Academic Facilitators, and Talent Development/Advanced Studies/AVID office personnel.

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

Description: • Refer to Standard 3.
• All teachers trained with gifted funds (state and local) will submit copies of their certificates as documentation.

Planned Sources of Evidence: - Training certificate notebook
- Licensure reports
- TD training database

Other Comments:

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Throughout the plan, the role of the District Advisory Committee has been defined and structured. This committee will be instrumental in monitoring and evaluating the progress that is made. More importantly, they will recommend areas for continued growth and advocacy.

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

Description: • Refer to Standard 5.
**Planned Sources of Evidence:** - District Advisory Committee roster and schedule  
- Agendas/Minutes  
- Self-assessment data  
- Survey and Focus Group Data

**Other Comments:**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Throughout the plan, the role of the District Advisory Committee has been defined and structured. This committee will be instrumental in monitoring and evaluating the progress that is made. More importantly, they will recommend areas for continued growth and advocacy.

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

**Description:** • Refer to Standard 5.  
• Annual surveys will be sent to a representative sampling of the gifted stakeholders, including parents, students, teachers, and administrators. In addition, the Talent Development/Advanced Studies/AVID team will meet with focus groups annually. These focus groups will meet at each Learning Community and be open to all stakeholders.

**Planned Sources of Evidence:** - District Advisory Committee roster and schedule  
- Agendas/Minutes  
- Self-assessment data  
- Survey and Focus Group Data

**Other Comments:**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The District Advisory Committee will be responsible for the review and self-assessment of our gifted plan. To ensure fidelity of implementation, the District Advisory Committee will request specific data points for each meeting so that they can review information they feel is relevant and essential in monitoring the program.
Goals: This section does not need to be completed based on the chosen category of the practice.

Description: • Refer to Standard 5.
• At the committee's second quarter meeting, a standing agenda item will be the overall review of the plan to determine if any areas need immediate revision and Board approval.

Planned Sources of Evidence: - Agenda/Minutes of District Advisory Committee
- Meeting notebook highlighting discussions, data, and concerns raised by the District Advisory Committee

Other Comments:

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

This practice is a Maintained Practice for 2013-2016.

Rationale: A consistent area of growth for the department is better communication with all stakeholders. Throughout this iteration of the plan and in the future, a focus will be to share information with families through presentations, websites, newsletters, and positive media coverage.

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

Description: • The Talent Development/Advanced Studies/AVID department will present annually to the Board of Education.
• The CMS website will be updated regularly and will include data points summarizing surveys, focus groups, and test scores.
• Department newsletters will highlight evaluation data.

Planned Sources of Evidence: - Annual Board Presentation
- Websites
- Media coverage
- Newsletters

Other Comments:

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

This practice is a Maintained Practice for 2013-2016.
**Rationale:** The primary goal of the Talent Development/Advanced Studies/AVID Department is to ensure that gifted students and students with high academic potential receive the services, both academically and social-emotionally, that enable them to maximize their potential to become leading citizens of tomorrow.

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

**Description:**
- Refer to Standard 1 and Appendix B
- Maintain a list of disputes and appeals brought to the Talent Development/Advanced Studies/AVID office, detailing the concern, the resolution conference and the actions taken.

**Planned Sources of Evidence:**
- Procedures to Resolve Disagreements (see Appendix B)
- Dispute files (without personal information)

**Other Comments:**
Glossary (optional):
Glossary is located in Appendix D

Appendix (optional):
Appendix A - CMS Talent Development Identification Rubric.pdf (Appendix - Standard 1)
Appendix_B__Procedure_to_Resolve_Disagreements[1].pdf (Appendix - Standard 1:6)
Appendix_C--Talent_Development_Approved_Tests_for_Evaluation_.pdf (Appendix - Standard 1:6)
Appendix E - Horizons Program.doc (Appendix - Standard 2:4)
Appendix D - Glossary of Terms.pdf (Other Forms)
State_Policy__Article_9B[1].pdf (Other Forms)
### Charlotte-Mecklenburg Talent Development Identification 2013-2016

An accumulation of 12 points is required for AIG certification in BOTH Reading and Math.

<table>
<thead>
<tr>
<th>Aptitude</th>
<th>Achievement</th>
<th>Informal</th>
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</thead>
<tbody>
<tr>
<td>* Nationally-Normed Aptitude Test Overall Age Composite</td>
<td>* Nationally-Normed Achievement Test or EOG results</td>
<td>*Informal assessments are only available for CMS second grade students.</td>
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<tr>
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<th>POINTS</th>
<th>SCORE: Reading</th>
<th>POINTS</th>
<th>Gifted Rating Scale</th>
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<td>12</td>
<td>96% or above</td>
<td>4</td>
<td>Student received 3 t-scores of 65 or higher.</td>
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<td>92 – 95%</td>
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<tr>
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<td>86% or below</td>
<td>0</td>
<td></td>
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*Students who score above an 87% age overall composite, verbal composite, or quantitative/nonverbal composite will be eligible for the ITBS.

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<thead>
<tr>
<th>Portfolio: Eligible to CMS 2nd grade students who scored 92 – 95% composite on the CMS administered nationally-normed aptitude test OR received 3 t-scores of 65 or higher on GRS.</th>
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<tbody>
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<td>SCORE: Math</td>
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<tr>
<td>-------------</td>
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<td>92 – 95%</td>
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<td>87 – 91%</td>
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<td>86% or below</td>
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<th>Total</th>
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<tr>
<td>Aptitude Total</td>
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<td>Achievement Total</td>
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An accumulation of 6 points is required for AIG certification in Reading ONLY or Math ONLY.

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<th>Math ONLY</th>
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<tbody>
<tr>
<td>*Certification in Reading ONLY can be considered using the same battery of assessment results.</td>
<td>*Certification in Math Only can be considered using the same battery of assessment results.</td>
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<th>Math Achievement</th>
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*Outside of CMS testing results are valid if both aptitude and achievement tests are administered by a state licensed psychologist and submitted. Test results for identification are valid for 24 months after testing date. See Appendix C for approved tests.
Appendix B
Procedure 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
- 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 regarding 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 Advanced 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 convene a Resolution Meeting with members of the team of TD teachers, the Learning
Appendix B
Procedure to Resolve Disagreements
Effective: August 25, 2013

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 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 and Advanced Studies.

      • 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

      • The parent/guardian files a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to the following:

      • Whether the local school administrative unit improperly failed to identify the student as academically or intellectually gifted; and whether the local plan developed has been implemented appropriately with regard to the student. An Administrative Law Judge will review the case. His/her decision is final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes
## Appendix C
Charlotte-Mecklenburg Schools
Talent Development Approved Tests for Evaluation

<table>
<thead>
<tr>
<th>APTITUDE</th>
<th>ACHIEVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive Abilities Test (CogAT6 or 7)</td>
<td>Iowa Test of Basic Skills (ITBS)</td>
</tr>
<tr>
<td>Differential Ability Scales</td>
<td>Iowa Tests of Educational Development (ITED)</td>
</tr>
<tr>
<td>Stanford-Binet V</td>
<td>Wechsler Individual Achievement Test (WIAT) III (WIAT II if tested before 7/1/2010)</td>
</tr>
<tr>
<td>Wechsler Preschool and Primary Scale of Intelligence (WPPSI) III</td>
<td>Stanford Achievement Test (SAT)</td>
</tr>
<tr>
<td>Wechsler Intelligence Scales for Children (WISC-IV)</td>
<td>Kaufman Test of Educational Achievement II (KTEA-II)</td>
</tr>
<tr>
<td>Otis–Lennon School Ability Test (OLSAT)</td>
<td>California Achievement Test –Fifth Edition (CAT5)</td>
</tr>
<tr>
<td>Naglieri Nonverbal Ability Test (NNAT)</td>
<td>Woodcock-Johnson Tests of Achievement III</td>
</tr>
<tr>
<td>Universal Nonverbal Ability Test (UNIT)</td>
<td>Test of Early Reading Ability III (TERA)</td>
</tr>
<tr>
<td>Woodcock Johnson III Test of Cognitive Abilities</td>
<td>Test of Early Math Ability III (TEMA)</td>
</tr>
<tr>
<td>Test of Cognitive Skills Second Edition</td>
<td>TerraNova CTBS</td>
</tr>
<tr>
<td>InView</td>
<td>North Carolina End of Grade (EOG) or End of Course (EOC)</td>
</tr>
</tbody>
</table>

**Important Note:**
Students need both an Aptitude and an Achievement test. They must average 93% or above on the aptitude and achievement test to qualify for Talent Development in CMS. The average is computed by averaging the achievement scores and then averaging the composite aptitude score.
Appendix D
Talent Development and Advanced Studies
Glossary of Terms

**Academic Facilitator** – The Middle School Academic Facilitator is a resource for differentiated curriculum and supportive learning activities to be shared with classroom teachers through collaboration, coaching and professional development activities. The Academic Facilitator’s primary emphasis is on facilitating, monitoring and coaching teachers in best instructional practices.

**Academically/Intellectually Gifted (AIG) Licensure** – Twelve graduate credits that focus on nature/needs of the gifted, methods/materials for instruction, and differentiation which results in state endorsement in gifted education for grades K-12.

**Acceleration** – content presented at a faster pace and in an earlier sequence than what is traditional.

**Advanced Placement courses (AP)** – college-level courses for high school students sponsored by the College Board.

**Advancement Via Individual Determination (AVID)** – national program in CMS schools to help average and above average students with study skills and college preparation; strong parent component.

**Authentic assessment** – as defined by Grant Wiggins: “Engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field.”

**Career Technical Education (CTE)** – CMS high school program that allows students to enroll in specialized, career oriented classes.

**Catalyst Collaboration** – service delivery model where teachers trained in gifted education collaborate with classroom teachers to develop curriculum, support staff development, and co-teach.

**Catalyst Students** – students who are non-certified, high performing students and who require differentiation above grade level in one or more subject areas.

**Catalyst Teacher** – the gifted/talented program lead teacher who works in the students’ classroom and/or provides the classroom teacher with materials and strategies to differentiate curriculum for the higher ability students.

**Cluster grouping** – five or more gifted students grouped together within a heterogeneous classroom.

**Cognitive Abilities Test (CogAT)** – a nationally normed test that measures students’ general abstract reasoning abilities and capacity to apply these abilities to cognitive tasks. The CogAT is divided into three batteries: verbal, quantitative, and nonverbal. All of these batteries appraise inductive and deductive reasoning.
**Collaboration** – cooperative effort of classroom teacher and Catalyst Teacher/Academic Facilitator to meet the needs of gifted students by using a variety of grouping strategies and elements of differentiation

**Complexity** – element of differentiation, which refers to making connections among academic disciplines and to relating information across time

**Compliance** – structuring and monitoring the Talent Development and Advanced Studies Program as per the North Carolina guidelines for gifted services

**Conceptual thinking** – teaching and learning with a big idea (concept or abstract idea) that applies across time, cultures, and disciplines

**Consultation** – planning in which the Talent Development teacher suggests curriculum, strategies, and materials that the classroom teacher can use with advanced learners

**Continuous progress** – individualization that allows students to progress at their own rate and move ahead whenever mastery of content and skills are demonstrated

**Core classes** – math, science, language arts, social studies

**Depth** – element of differentiation which includes elaboration of details and evidence, finding patterns of recurring events, identifying trends that affect concepts, describing rules, standards, issues and ethics, applying principles, theories, and generalizations

**Differentiated Education Plan (DEP)** – an annually reviewed plan for gifted students that outlines the program service option(s) appropriate for the students at that specific grade configuration which includes the learning environment, content modifications, and special programs available

**Flexible pacing** – any provision that places a student at an appropriate instructional level and allows a student to move forward in the curriculum as mastery of content and skills are achieved; may include such options as continuous progress, subject acceleration, and early entrance

**Flexible skill groups** – fluid instructional grouping of students determined by continuously pre-assessing students’ level of knowledge about each lesson’s focus; students are placed with students at a similar level of knowledge; therefore, groups change membership regularly

**Gifted** – academically or intellectually gifted students demonstrate or possess the potential for outstanding performance capabilities in intellectual, academic, creative, artistic, and leadership areas when compared with others of their age, experience or environment. These skills are present in children and youth from all cultural groups across all economic strata. In order to realize their contribution to self and the global community, gifted students require a wide variety of educational opportunities and experiences beyond the regular instructional program

**Gifted Rating Scales (GRS)** – the Gifted Rating Scales are nationally normed rating scales based on current theories of giftedness and federal and state guidelines regarding the definition of gifted and talented students
Grade acceleration – students who meet standards earlier than expected and are counseled to progress through grade levels at a rate commensurate with their ability and effort

Heterogeneous grouping – grouping students of various abilities together

Higher order questioning – questions that require the highest levels of thinking processes, (e.g. analysis, synthesis, evaluation)

Homogeneous grouping – grouping students of similar abilities and/or skill levels

Honors courses – as defined by NCDPI: Honors courses should be developed and conducted to demand more challenging involvement that standard courses. They must be demonstrably more challenging than standard courses and provide multiple opportunities for students to take greater responsibility for their learning. Honors courses should be distinguished by a difference in the quality of the work expected rather than merely by the quantity of the work required

Horizons – CMS program designed for students identified as highly or profoundly gifted. The program is housed at Barringer Academic Center and Randolph Middle School. The high school component (internships and outside studies) serves students at East Mecklenburg HS

Independent study – option for self-directed students who demonstrate content mastery, may contract with teacher to accelerate or enrich learning by pursuing a study of a special interest

Individual Differentiated Education Plan (IDEP) – an annually reviewed individualized plan of service options developed to meet the needs of an identified student who clearly demonstrates needs beyond those described in the group DEP; IDEPs will be reviewed annually to determine the appropriateness of the differentiated services

Intellectual peers – students with similar intellectual abilities

Intelligence – the ability to solve a problem or make something that is valued by a culture

Interdisciplinary curriculum – synthesizes content of two or more academic disciplines

International Baccalaureate (IB) – Program that offers courses designed to prepare students to be competitive in a world market and to earn an IB diploma

Iowa Acceleration Scales (IAS) – designed to be used as a guide in a child study team meeting to discuss the strengths and potential difficulties for a child being considered for acceleration. It uses information from many sources, including ability, aptitude, and achievement test scores, school history, observed adult and peer relationships, attitudes toward learning, and other factors that have bearing in decision to accelerate

Iowa Test of Basic Skills (ITBS) – standardized achievement test used for elementary and middle school identification and placement of gifted students

Kaufman Test of Educational Achievement (KTEA) – standardized, individual achievement test administered by teachers or counselors
Mastery learning – advancement allowed after demonstration of knowledge or skills

Mentor – a tutor or coach who provides education and support in a particular area of expertise for an individual student

Multi-age grouping – grouping students of various ages together for instruction

Multiple criteria – many factors examined to determine students’ academic placement such as test scores, classroom performance, work samples, gifted rating scale, and informal observations

Multiple Intelligences (MI) – Howard Gardner’s theory of eight distinct intelligences: linguistic, logical/mathematical, spatial, musical, bodily kinesthetic, interpersonal, intrapersonal, and naturalist

Nurture – recognize, support, and extend the knowledge, skill, and motivation of students with potential

Performance-based assessment – evaluation of student products, which demonstrate applied learning rather than evaluation through testing

Portfolio – a collection of student work that includes evidence of problem-solving, creativity, leadership, and critical thinking abilities. A rubric, designed by CMS, is used to score the portfolios

Problem-based learning (PBL) – learning that engages students in problem-finding and problem-solving within a context that is meaningful to students by offering a range of student-selected topics and authentic opportunities for students to demonstrate understanding

Real-world problem solving – empowers students to use critical, creative, and practical thinking as they tackle global problems; students learn to assess what they already know, identify what they need to know, gather information, propose solutions, and work together to affect change

Rigor – Rigor is a characteristic of the learning experience which helps students develop the capacity to understand content that is complex, ambiguous, provocative and personally or emotionally challenging. As a result of rigorous content, students create a process of thinking and problem-solving that is self-directed and applicable to the real world.

Skill grouping – flexible grouping that places students with similar skills together for instruction

Socratic seminar – questioning through open-ended discussion of broad themes and concepts with emphasis on critical thinking and research-based justification of ideas

Stanford-Binet V – a nationally normed, individually administered assessment of intelligence and cognitive abilities

Strengths – a gifted student’s abilities, skills and capacity; identified to determine the appropriate level of expanded services

Subject acceleration – based on assessment, students are allowed to test out and bypass specific subjects or skill levels; students might receive instruction at a higher level with another group of students and yet remain with their age peers for most of the instructional day
T-Score – a measurement expressed in standard deviation units from a given mean used in assessment

Talent Development Magnets – elementary schools that offer full-time gifted classrooms for students in grades 3-5; placement in one of the schools through the magnet school lottery

Talent Identification Program (TIP) – Duke University program that identifies and recognizes students of high ability and potential and offers appropriate challenging opportunities

Under-represented populations – minority populations traditionally under-represented in gifted programs such as underachievers, handicapped, females, culturally diverse, and students of low socioeconomic status

Wechsler Intelligence Scale for Children (WISC IV) – standardized, individual intelligence test administered by trained psychologists

Weschler Individual Achievement Test (WIAT-III) – a nationally normed test that measures an individual’s academic skills and problem-solving abilities
Appendix E
Horizons Program

The Horizons Program is available to highly and profoundly gifted students, kindergarten through twelfth grades, whose educational needs require extreme differentiation and acceleration. The Horizons program is built around 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.

Horizons for students in grades K-5 is housed at Barringer Academic Center. Horizons for grades 6-8 students is housed at Randolph IB Middle School. Horizons for grades 9-12 students is housed at East Mecklenburg High School.

Elementary Horizons students are served in self-contained classrooms and receive full-day instruction from a certified gifted education teacher. Within the Horizons classes, the content, process, product, environment and instructional delivery are modified. Concentration is focused on the social, emotional, and cognitive needs of highly gifted students. 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.

The middle school Horizons program is for highly gifted students whose needs cannot be met in the regular honors-level classes. Students receive instruction through a humanities based program, along with advanced math and science instruction. Courses to meet students’ accelerated needs include course selections of virtual and high school classes.

High school Horizons students may continue in the program by taking an individualized independent study-mentorship elective class that is designed to meet the students’ interest, strengths, and future goals. Students create an extensive research project. Resources are made available to them which include support from a mentor, site visits to professional libraries, scientific laboratories, computer centers, nearby colleges and business establishments. The class, which receives one additional quality point toward their grade point average, is supervised by the Secondary Talent Development Specialist.

Students qualify for the program through a portfolio process which includes student testing information, student work samples, and teacher recommendations. Parents/students must complete an application and submit it to the Talent Development or Academic Facilitator at their home school.

Current CMS students must score 98% or above on an academic screening test, the KTEA-II, and score above grade level on an on-demand writing prompt to begin the admission process. The portfolio is collected by the Talent Development Specialist, who then presents the information to a Horizons committee comprised of Horizons teachers, administrators, and the Secondary Talent Development Specialist. The committee scores the portfolio according to a rubric developed by the Talent Development/Advanced Studies/AVID Department. Parents are notified by the Secondary Talent Development Specialist as to whether or not the student will be proceeding to the second step in the process. The second step is a performance assessment. A Horizons teacher will meet with the Horizons candidate at the Horizons school and have the student complete work samples. The student has an opportunity to visit the school and experience the school work day. The results of this interview are presented to the school’s Horizons committee. The final step in the process is the committee’s response to the performance assessment. The Secondary Talent Development Specialist notifies the parents of the outcome of this meeting and whether or not placement in Horizons is recommended.
Horizons students’ initial placements are on a provisional basis. In addition, the Horizons student’s performance is reviewed annually. Students must meet the yearly standards of the program to ensure a successful placement. An exit policy is in place to detail this process.

Applicants not meeting the Horizons entry criterion are eligible to re-apply only after 24 months have passed from the committee’s decision or the screening dates. The child will have to be re-tested upon the new application, as their previous test scores will have expired at that time. Please note that a student cannot reapply after 8th grade, no exceptions.

Students can apply to Horizons for the current school year if the entire portfolio is submitted between August 18 –December 6 of the current school year. Any applications received between December 7-May 2 will be considered for the following school year.

If a Horizons student withdraws or attends another school, and wishes to return to the program, he/she must re-apply as a new applicant. Appeals follow the CMS Procedure to Resolve Disagreements.