

Iredell-Statesville Schools (490) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5).

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

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

* Mission and/or Vision Statement(s)

The vision and mission statements for the Iredell-Statesville Schools Academically and/or Intellectually Gifted Program were revisited during the Area AIG Advisory sessions hosted throughout the 2024-2025 school year. Feedback from parents, staff and community members was gathered and considered. Through this feedback updates were made in the vision and mission statements regarding the mention of social and emotional support within the vision statement and leadership development within the mission statement. In addition to the vision and mission statements, the Department has created a list of Core Values to better define our commitment to fundamental beliefs designed to provide the highest quality of service to our Iredell-Statesville Schools students and families.

The vision of the Iredell-Statesville Schools Gifted Learning Department is to fully encompass the current North Carolina definition of giftedness as stated in Article 9B (located below) by identifying and nurturing the needs of gifted learners through social and emotional reinforcement and providing academic rigor with high expectations. Iredell-Statesville Schools is dedicated to supporting its vision by providing training and resources to promote teaching excellence that will enable gifted learners to achieve their full potential and be successful in a globally competitive world.

State Definition of AIG Students, Article 9B (N.C.G.S. § 115C-150.5) Academically or intellectually gifted (AIG) students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both the

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.

The Mission of the Iredell-Statesville Schools' Academically and/or Intellectually Gifted Program is to rigorously challenge students by recognizing, cultivating, nurturing, and offering opportunities for continued academic, social, emotional and/or leadership growth through differentiated educational services beyond the regular education core curriculum. Iredell-Statesville Schools embraces the current North Carolina definition of giftedness to identify students in need of differentiated services as academically and/or intellectually gifted learners.

The Iredell-Statesville Schools Gifted Learning Department worked collaboratively with the AIG Area Advisory to adopt the following Core Values.

-Act with **integrity** and **professionalism**

-Enable students to grow into **lifelong learners**

-Foster **empathy** and **inclusion**

-Nurture students to reach their **full potential**

-Encourage **leadership** and **innovation**

-Meet student needs through **collaboration**

Iredell-Statesville Schools gratefully acknowledges the many stakeholders, including Differentiation Specialists, Instructional Facilitators, Content Coaches, counselors, AIG Advisory, AIG School Coordinators, community members, principals, teachers, parents, district personnel, and Board of Education, who contributed to the development of the 2025-28 Local Plan for Gifted Education.

Gifted Learning Director:
Mrs. Kelly Hinson

Differentiation Specialists:
Mrs. Erin Doss
Mrs. Kathleen Boice
Mrs. Carol Millsaps
Ms. Anne Jordan
Mrs. Debbie Dearman

Administrative Assistant to the Gifted Learning Department:
Mrs. Jennifer Jolly

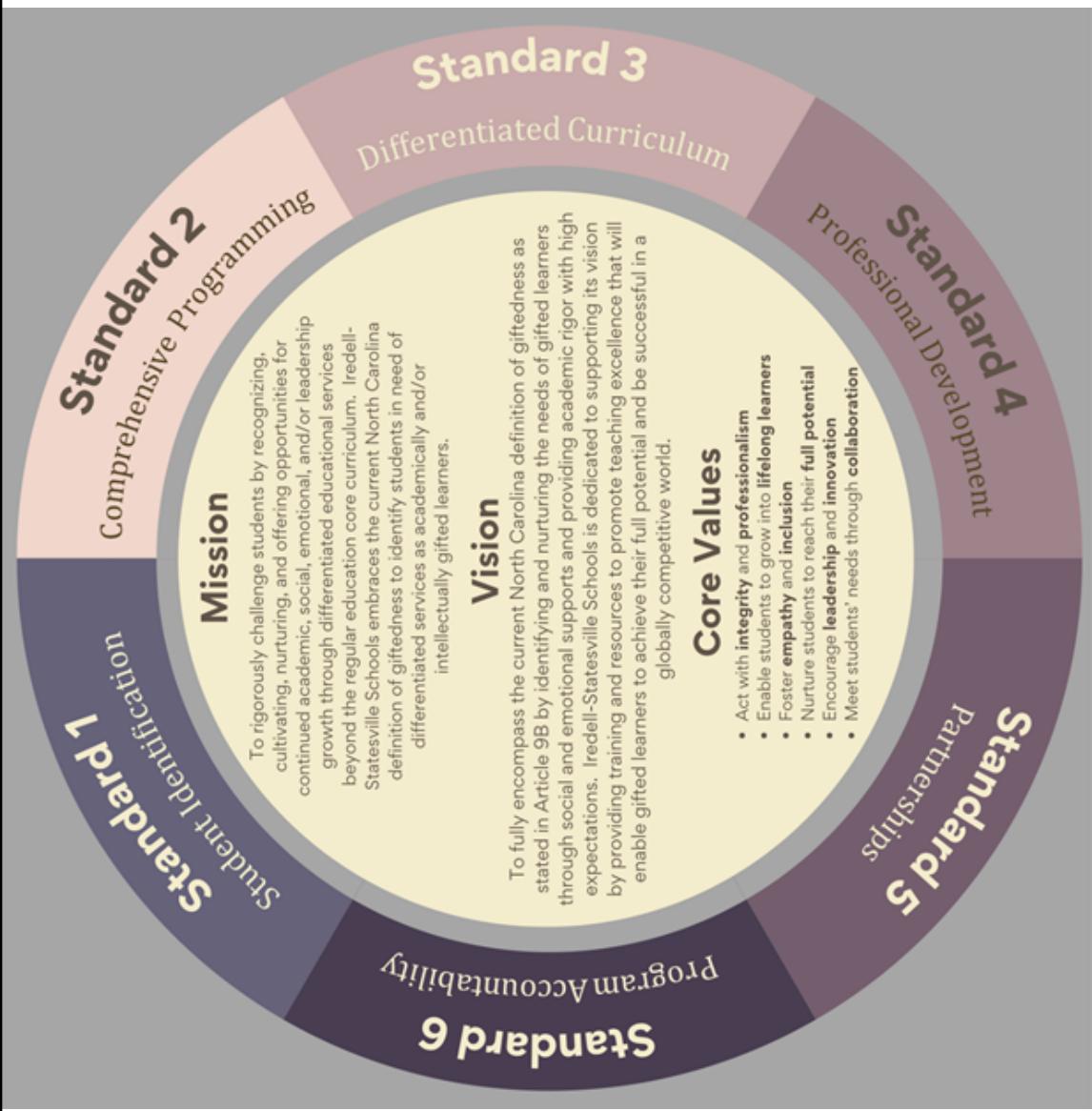
School Board Members:

Dr. Doug Knight, Chairman
Ms. Abby Trent
Mr. Kevin Angell
Mr. Rhonda Hoke
Mr. Mike Kubiniec
Mrs Anita Kurn
Mr. Brian Sloan

Superintendent:
Dr. Jeff James

Iredell-Statesville Schools utilized multiple approaches to gain feedback into the creation of the the 2025-28 Local AIG Plan. During the month of October, 2024 key stakeholders participated in an online survey that reached out to parents, teachers, students and Iredell-Statesville Schools administrators. The questions in the survey aligned to the NC AIG Program Standards and Practices and each group received a differentiated survey aligned specifically to their areas of interest. The survey gathered feedback relating to the perceived effectiveness of Iredell-Statesville Schools delivery of these standards and practices. We received 684 responses to this survey from parents and community. We also received feedback from 32 building administrators and 200 teachers. The student responses were profound, receiving a total of 1,658 responses from students 4th-12th grade. The survey was communicated through email, phone, website, administrative updates and school assigned Differentiation Specialists. Throughout the district we received a total of 2,574 responses.

During the 2024-2025 school year Iredell-Statesville Schools hosted three AIG Area Advisory meeting opportunities. Invited to these sessions were principals, assistant principals, district leadership, Differentiation Specialist, parents, certified staff, classified staff, students and community members. This group worked diligently to review and analyze feedback received from the state on our previous 2022-2025 plan. The group provided input into needed areas of improvement specific to teacher recruitment, acceleration for students and flexible grouping opportunities for the classroom. The group also revisited our vision, mission statements and provided input into core value development allowing us to create a new implementation graphic for our Department outlining our commitment to providing quality services.



The Gifted Learning Director and Department Differentiation Specialists met with principals, Instructional Facilitators, AIG Cluster Teachers and AIG School Level Coordinators throughout the past three school years to convey expectations for identification and services of gifted students and implementing a more collaborative co-teaching approach to gifted services. Training has been provided on the importance of appropriate cluster grouping, effective co-teaching practices and using data to drive decisions for gifted students. These training opportunities allowed for feedback and questions to help build communication and clarity of expectations throughout the district. We will continue to focus on effective clustering practices, co-teaching supports as well as pulling data into decision making in regards to meeting the instructional needs of advanced learners. We

will work to isolate specific schools where advanced learners are not demonstrating academic growth and provide instructional supports. We have become more aware of a need for building a stronger understanding of acceleration as an effective, research based best practice for meeting the needs of gifted students.

As of Fall, 2024 Iredell-Statesville Schools serves 2,244 gifted students K-12. This represents 11% of our total student population. We have increased identification by 300 students since 2022. The focus of Iredell-Statesville Schools is to work collaboratively with all stakeholders to meet the individualized needs of these unique learners, monitored through the use of rigorous and relevant instruction, documented through a Differentiated Education Plan. Iredell-Statesville Schools wants every child to have a "passion for learning" and a desire to reach their highest potential! I-SS believes all learners deserve a caring, safe learning environment to grow, explore, and learn, in order to build college and career ready students!

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 1,247,553.00	* \$ 144,700.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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

*** Practice A**

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

Iredell-Statesville Schools (I-SS) provides screening and/or referral processes toward AIG identification in grades K-12. In grades K-2 teachers or administrators may refer a student to the school Gifted Processes and Support (GPS) Team for consideration toward gifted identification screening based on collected work samples, class assessment data and/or outside evaluations by a licensed psychologist. I-SS provided learner profiles can be used in addition to the work samples. The school's GPS Team evaluates the submitted samples and data to determine next steps. The GPS Team can decide to not move forward with any screening or the Team can determine a screening is needed. If the GPS Team recommends additional testing, parental permission is obtained, and an aptitude test, the Cognitive Abilities Test (CogAT), is administered to the student by a Differentiation Specialist or the Gifted Learning Director. If the student receives a score of 96% or higher on verbal or quantitative portions of the test the K-2 grade student will then receive the Woodcock-Johnson Achievement test administered by a licensed school psychologist.

A parent of a K-2 grade student may also submit in writing, to the school GPS Team, requesting screening for their student. The letter should indicate the areas the parent feels the student demonstrates giftedness and the reasons for the request. The GPS Team will ask the classroom teacher and/or parent to submit any documentation supporting the parent request. The GPS Team always has the final decision on moving forward with a screening or determining no screening is needed. If the Team determines to move forward with testing the process is followed same as above. If the student does not obtain the needed criteria in K-2 for AIG identification, he/she is placed on a screening list for possible future identification.

Every student in 3rd grade takes the CogAT as a universal screener. These scores are used to develop a screening list towards identification. Every school maintains a screening list for students 4th grade and higher. Students who obtain an age-norm percentile score of 89 or higher on the verbal and /or quantitative CogAT subtests are placed on a screening list for possible identification in reading and/or math. Students may also be placed on a screening list when scoring in the 93rd percentile or higher when measured by the NC End of Grade(EOG)/End of Course(EOC) in reading and/ or math meeting the achievement criterion for identification. CogAT and EOG/EOC are considered valid for no longer than 2 school years.

During the universal screening administration each spring students who are new to the district, without previous CogAT scores and over the age of 3rd grade are provided with the opportunity to also take the CogAT. School principal and teacher requests are also accepted if they see demonstrated evidence of a child's ability with CogAT scores older than two years and would like to have an updated CogAT administered during the spring universal screening administration. A parent may request their child receive the CogAT during the screening process but student data

will be reviewed prior to making a decision.

As an additional screening opportunity all 6th graders are offered to opt-in and retake the CogAT to provide updated aptitude scores as the student begins secondary.

The district will use online screening processes for all students K-12, unless a paper and pencil accommodation is needed for the student to access the test.

*** Practice B**

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

The North Carolina definition of giftedness, as described in Article 9B (N.C.G.S. § 115C-150.5), guides Iredell-Statesville Schools in the use of multiple criteria for student identification and services. Classroom teachers, school personnel, and school administrators are encouraged to be alert to students who display characteristics of academic and/or intellectual giftedness. Through the adoption of both traditional and non-traditional identification criteria staff will be knowledgeable of specific learner traits that research indicates occurs frequently in gifted children.

In grades K-2 a student's age-norm percentile score (in all schools) and/or local-norm percentile score (in schools with fewer than 5% identified) on the CogAT Verbal and/or Quantitative subtest must be 96th percentile or higher for a school psychologist to administer the Woodcock-Johnson Test of Achievement (W.J.). In grades K-2, these two criteria are required for AIG identification. A combined total of 40 points must be obtained through the evaluation of aptitude and achievement for K-2 students. Aptitude and achievement age-norm percentile scores of 99th percentile in either reading or math may indicate the need for subject advancement in the qualifying content area. Aptitude and achievement age-norm percentile scores of 99th percentile in both reading and math may indicate the need for grade advancement.

In grades 3-5, a total of 30 points must be obtained through use of aptitude, achievement, work samples through portfolio and/or a learner profile. The CogAT is administered to all students in third grade throughout the district as a universal screener. In fourth and fifth grade the CogAT may be given to students who have 10 or more points from EOG math or EOG reading achievement score and lack a qualifying aptitude test score. When looking at the CogAT aptitude score the age-norm percentile score is reviewed for all schools but in schools with fewer than 5% identified as gifted the local-norms for that grade level are also considered.

In grades 6-12, a total of 30 points must be obtained through use of aptitude, achievement, final grades, work samples through portfolio and/or a learner profile. The CogAT is administered to students in sixth grade throughout the district as an opt-in screener. In sixth grade and beyond, the CogAT may be given to students who have 15 or more points, if 10 of those points come from achievement, or have overall 18 points total based on the criteria for AIG identification, and lack a qualifying aptitude test score. When looking at the CogAT aptitude score the age-norm percentile score is reviewed for all schools but in schools with fewer than 5% identified as gifted the local-norms for that grade level are also considered.

One area of identification recognized by Iredell-Statesville Schools is Intellectually Gifted or IG. Students in grades 3rd-12th who obtain 30 points toward identification based solely from their aptitude score, 96th percentile or higher as measured by age-norm percentile scores in all schools and local-norm percentile scores where 5% or less of the student population are identified, will be identified IG. I-SS believes that students qualifying under the category of IG demonstrate high intellectual ability but need additional support in their academic achievement within the classroom.

Other categories of identification recognized by Iredell-Statesville Schools include Academically and Intellectually Gifted Reading (AR), Academically and Intellectually Gifted Math (AM), and Academically Intellectually Gifted in both reading and math (AI). These students have met their identification through the use of both aptitude and achievement scores. Students that are identified in both reading and math but received that identification through the use of an alternative pathway (portfolio or learner profiles) are given the identification of Academically Gifted (AG). Students may qualify in math, reading or both.

Staff will have three learner profiles available for use in grades K-2, 4th, 6th and 8th during the identification process for students that are close to meeting identification criteria. We also allow these profiles at other grade levels upon the request of the school Differentiation Specialist. The Slocumb-Payne Teacher Perception Inventory, Scales for Identifying Gifted Students (SIGS) and Universal Talented and Gifted Screener (UTAGS) can be used at the discretion of the school to aid in the identification process. The Gifted Learning Department can provide a recommendation for the learner profile that is most appropriate for use given the situation. A home survey is also available at the discretion of the school in regards to the SIGS learner profile. Scores from these profiles can provide additional points and evidence that supports the likelihood of a child to be identified as a gifted learner. Portfolios are also available for students in grades 5th, 7th, and 10th as additional opportunity to earn points towards identification. Only points from one alternative pathway can be used towards identification. Nonverbal CogAT subtest scores of 96th percentile or higher for students in 4th-12th grade underrepresented populations including the culturally/ethnically diverse, economically disadvantaged, English Language Learner, highly gifted, and/or twice-exceptional are reviewed to determine these students receive an alternative pathway, such as UTAGS, in an intentional effort to include those students in the screening process. Teachers also have other available learner profiles to assist in the recognition of possible research based learner traits that might appear with one of these populations.

Points may be obtained based on the following scale:

Aptitude (as measured by the CogAT age-norm percentile score for all schools, local-norm percentile scores with fewer than 5% identified):

96-99 = 30 points
93-95 = 20 points
89-92 = 10 points

Achievement (as measured by EOG or EOC scores):

93-99 = 10 points
85-92 = 5 points

80-84 = 3 points

Final Grades (Grades 6th-12th only) (as measured by classroom performance on report card):

97-100 = 10 points

93-96 = 5 points

90-92 = 3 points

Alternative Pathways (as measured by learner profiles or portfolios)

SIGS/UTAGS

>130 = 10 points

120-129 = 5 points

Slocumb-Payne

70-76 = 10 points

57-69 = 5 points

AIG Portfolio

90-100 = 10 points

85-89 = 5 points

Explanation of points:

- K-2 grade students must score 40 or more points to qualify for gifted services and scores must solely come from aptitude and achievement.
- 3-12 grade students must score 30 or more points to qualify for gifted services.
- If a 3-5 grade student obtains 20-29 points, first complete a learner profile to see if qualifications can be obtained.
- If a 6-12 grade student obtains 25-29 points, first complete a learner profile to see if qualifications can be obtained.
- If ELL identified student receives 96% on Nonverbal CogAT and 10 points on UTAGS, the student is identified IG.
- If a 3-12 grade student's learner profile does not qualify him/her for services, the student may then complete an AIG portfolio in grades 5, 7 or 10. (The portfolio will be used to replace the points obtained on the learner profile.)

-Outside testing is accepted when approved by the Director of Gifted Learning, the outside testing is applied to the same point system listed above and is at the expense of the student's family.

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*** Practice C**

Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA

demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, multilingual learners, highly gifted, and twice-exceptional.

The 2025-2028 Local AIG Plan will continue to support district-wide screening of all third grade students in I-SS as well as an opt-in opportunity for all 6th graders. A screening list is maintained for students in 3rd grade and higher. Students who obtain an age-norm percentile score of 89th percentile or higher on the verbal and/or quantitative CogAT or other approved (abilities) subtest are placed on a screening list for possible identification in reading and/or math. Students may also be placed on a screening list when scoring in the 93rd percentile or higher when measured by NC End of Grade(EOG)/End of Course(EOC) or other approved achievement test in reading and/or math. A student may remain on a screening list for no longer than two school years, unless the student is already identified. Aptitude scores, achievement scores and final grades are all considered valid for no longer than two years.

Iredell-Statesville Schools aims to be culturally responsive and increase equity and access to gifted education across the district. Alternative pathways toward identification support this desire. We utilize screening and identification processes including math and/or reading portfolios in 5th, 7th, and 10th grades and at other grade levels when requested. We use portfolios for English Language Learners (ELL) and to screen, refer, and identify traditionally underrepresented populations when needed. The Slocumb-Payne, UTAGS and SIGS learner profiles are readily available to assist classroom teachers in the identification of characteristics commonly noted in gifted learners. These learner profiles can provide feedback in the recognition of gifted ability traits in students that often classify into underrepresented populations.

During administrations of the CogAT students with identified 504's, ELL and IEP documented accommodations may have access to those accommodations as long as the test administration guidelines permits. These accommodations will be provided to allow access to the test. The Gifted Learning Director will collaborate with the Director of Testing and Student Information, Director of Federal Programs, and the Executive Director of Exceptional Children to gather and maintain data regarding the screening, referral, and identification of populations to include ethnicity, economically disadvantaged, ELL, highly gifted, intellectually gifted, and twice-exceptional.

Resources are available in the ADR Resource Room for check-out by any school within the Iredell-Statesville School System to support schools in the identification of gifted students in underrepresented populations. The Resource Room also offers staff training materials as well as nurturing programs to assist schools in working specifically with students in underrepresented populations. These resources can be located through the online Destiny System, linked to the I-SS Gifted Department Webpage or through contacting the Gifted Department Administrative Assistant for check-out support.

Ethnicity data is monitored annually to analyze identification numbers across subgroups. Iredell-Statesville schools has experienced positive gains in identification since 2016 with the implementation of learner profiles and the addition of local norms. Since the 2015-2016 school year data reflects increases in identified student ethnicity subgroups as follows: Asian-by 11%, Black by 1%, Hispanic by 2% and Multi by 5%.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %

Female	25.61%	<5%	<5%	---	8.22%	---	13.06%
Male	23.78%	<5%	5.40%	---	8.04%	---	16.06%
Total	24.72%	<5%	<5%	---	8.13%	---	14.60%

Percent of Total AIG Students Identified as Dual Exceptionality

<5%

* Practice D

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

To ensure fidelity throughout the district regarding the implementation of screening, referral, and identification processes, as outlined in the Local AIG Plan 2025-28, a standardized training is used throughout Iredell-Statesville Schools to ensure the consistent delivery of the Local AIG Plan. Trainings are delivered annually to all school administration, AIG School Coordinators, and teachers. The trainings take place prior to September 30th each school year. Resource videos have also been created to help assist schools through the year with recalling identification processes and services training.

AIG paperwork aligns the process for screening, referral, and identification. Every school, K-12, in the district utilizes the same paperwork and documentation. Each school maintains a student folder to house the AIG paperwork in a secure location at the school level and copies of the AIG 2 Identification Form are sent to the Director of Gifted Learning. Ongoing and random folder audits are completed throughout the school year for all schools to make sure that AIG folders are maintained and show evidence of AIG 2 signed identification, AIG 5 signed Procedures to Disagree, Differentiated Education Plans (DEP), and if applicable evidence of portfolios or learner profiles as well as student transfer paperwork that may have been used towards identification. Audit data is maintained by the school Differentiation Specialist for secondary and reported to the Director of Gifted Learning and for elementary data is reported on the monthly Gifted Processes and Support Team (GPS) minutes shared with the Director of Gifted Learning. This data is shared with school administration as well as AIG School Coordinators and with the Chief Academic Officers for Elementary and Secondary Education when needed. Once a student graduates from Iredell-Statesville Schools, his/her AIG identification folder is housed at the Department of Gifted Learning for five years.

All third graders participate in annual screening for aptitude. They are administered the Cognitive Abilities Test (CogAT). Every 6th grader is offered an opt-in opportunity to retake the CogAT as an additional aptitude screening opportunity. Every school identifies a certified testing coordinator who receives training at the district level. Each testing coordinator provides information to his/her own site in regard to training individual, certified testing administrators, and proctors. Each school is required to sign-off that training has been delivered to any individual involved with the test administration. The CogAT may be re-administered to an individual student each school year however, the scores will only be valid for a period of two years.

GPS Teams support the work of the AIG Coordinator by providing a system of checks and balances within the school to ensure fidelity to processes. The GPS Team monitors the screening, referral, and identification processes within the school to make sure that students receive

accurate results from the process. The GPS Team supports the screening of K-2 students. The GPS Team will review the data of a K-2 student and make a determination whether to test. Referrals for testing for identification as a gifted learner may come from a teacher, administrator, or parent. All referrals are sent to the GPS Team initially. A referral does not automatically mean a child will be tested. The Team can make the determination to not test based on classroom data and teacher input.

All identification is documented in Infinite Campus and can be accessed by the state, district and school. Infinite Campus is an online database system that houses attendance and demographic information for enrolled students. Infinite Campus also stores information in regard to a child's category of identification as Academically Intellectually Gifted Reading (AR), Academically Intellectually Gifted Math (AM), Academically Intellectually Gifted (AI), Intellectually Gifted (IG) and Academically Gifted (AG). The same identification codes are used in Infinite Campus for all students who are identified.

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

Gifted procedures regarding identification, screening, referral, and service delivery are communicated to all stakeholders via: face-to-face, email, district and Department website, district and Department Facebook and written correspondence.

Iredell-Statesville Schools hosts "It's Happening Here" each October to highlight all the wonderful learning opportunities and choice programs within our district. As part of this event the Gifted Learning Department offers breakout sessions to help parents, students and educators better understand the plan for gifted identification and services in Iredell-Statesville Schools. This event also provides an opportunity for communication of enrichment offerings available to all Iredell-Statesville students.

All parents, staff, and community members have access to information regarding gifted identification procedures and services through the AIG Department webpage located under Departments on the Iredell-Statesville Schools website. The 2025-28 Local AIG Plan will be posted on the district website with direct access from all individual school websites as well as the NC Department of Public Instruction's (NCDPI) AIG website. Information regarding screening, referral, and service delivery can also be located on the I-SS Gifted Department website. Communication regarding CogAT testing administration, Learn and Lead sessions, summer camp offerings, and other important information can always be located on the Department webpage and also posted to our Department Facebook page.

Each Iredell-Statesville Schools Board of Education member, school AIG Coordinator, and school principal will receive a copy of the Local AIG Plan. The school principal should ensure the Local AIG Plan is accessible to school staff and stakeholders. Every school will operate and maintain a Gifted Processes and Support (GPS) Team that will continue to be the primary source of information for school/family/community stakeholders regarding identification processes. This Team will be facilitated by the school's AIG Coordinator. A school administrator should support the work of this Team by providing time to meet and a meeting space. The Team should be provided opportunities to communicate information to the entire staff and to parents in regards to the Local AIG 2025-28 plan. This Team should meet monthly to ensure that communication between the district and the school level maintains continuity and information received by the school is kept current.

The Gifted Learning Director and Differentiation Specialists will present the Local 2025-28 AIG Plan to principals, assistant principals, AIG School Coordinators, Instructional Facilitators, Content Coaches, AIG Advisory Team members, and other district personnel. Documents that explain screening and identification processes will be utilized in clear language and posted on the district website in English and Spanish. Stakeholder surveys will continue to be used to monitor stakeholder feedback in order to identify needs relative to the clarification and communication of screening and identification processes.

Each parent receives a copy of the Gifted Learner Parent Guide during the identification process. This guide book explains the screening, referral, and identification processes as well as possible levels of service provided. This guide book is intended to provide information in "parent friendly" terms and serve as an ongoing reference tool for parents and families. This guide book is also available on the Gifted Department webpage and can be provided in English or Spanish.

*** Practice F**

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

Notification of screening for possible AIG Identification is sent home to parents/guardians prior to any assessment or evaluation. Parent permission is received in all instances with the exception of third grade. All third graders are screened using the CogAT as a Universal Screener. A notification letter is sent out to all third grade parents/guardians prior to the screening. The screener at third grade is considered part of the district assessment expectations for all students.

AIG identification meetings are held with all parents/guardians, scheduled and facilitated by the identifying school. During this meeting the area of AIG identification and data used to determine identification are reviewed. AIG 2 Identification Form is signed by parents, school, principal, and school assigned Differentiation Specialist for elementary levels. The AIG 2 explains identification area, data to support that identification, and level of service. An AIG 5 form is reviewed at this meeting. The AIG 5 form explains procedures for disagreement and parents sign stating that this form was received. At the time of identification each family receives a Gifted Learner Parent Guide that explains identification process and service options. The guide provides information regarding frequently asked questions and procedures to disagree. Each parent or guardian signs stating the guide was received. All paperwork is filed in a student identification folder, housed in the school records room. A copy of the AIG 2 is sent to the Director of Gifted Learning. This paperwork is available in English or Spanish. An "AIG" identification label is added to all cumulative records to alert school Data Managers of the students identification in case of transfer.

Differentiated Education Plans (DEP) are developed annually to document a child's level of service that is provided dependent upon a child's identification as a gifted learner. These plans are reviewed four times a year at the elementary level, three times a year at the middle school level, and three times a year at the high school level. If level of service changes, the DEP is updated. Parent communication is documented on the DEP. Copies of the DEP for elementary and documentation of completion of the DEP for secondary are filed annually in the students AIG Identification folder.

Existing Iredell-Statesville School policies, procedures, and forms ensure that students and parents/guardians are informed through the appropriate

school, program, or department of application requirements and acceptance or denial of choice options including but not limited to: Honors courses, Advanced Placement courses, schools of choice (including the International Baccalaureate Primary Years Programme, Middle Years Programme and Diploma Programme, Crossroads Arts & Science Early College, Collaborative College for Technology and Leadership, Agriculture and Science Early College, Career Academy and Technical School, and Spanish Dual Immersion), NC School of Math and Science, NC Governor's School, and district academic competitions.

For students who transfer to Iredell-Statesville Schools from another LEA, prior AIG identification is accepted, the level of appropriate services is determined based on documentation obtained from the previous school, and parents/guardians are notified of placement. A meeting is held to transfer the students existing paperwork from previous district to Iredell-Statesville Schools. The transferring student has an AIG Identification Folder set up and a copy of the updated AIG 2 is sent to the Director of Gifted Learning. All identification decisions are documented in Infinite Campus once the AIG 2 is received by the Director of Gifted Learning.

*** Practice G**

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

Differentiated Education Plans (DEP) are deployed at both elementary and secondary levels. The DEP allows for ongoing communication between the teacher, student, and parents in regard to how the individual needs of an identified gifted child will be met. At the elementary level the DEP communication between home and school occurs four times a year. The initial meeting is face-to-face and should take place prior to September 30th. The following three school-to-home communications are not required to be face-to-face but should take place on the following time frame: the second prior to December 1st, the third prior to March 1st, and the final prior to May 1st. The DEP will outline level of service, modified learning environment, educational goals, and progress towards those goals.

At the middle school level the DEP will be housed in Canvas the district LMS. The middle school DEP will be electronic and the communication from home to school will also be documented electronically. The secondary DEP is required to have a documented reflection on parent interaction three times a year. The DEP is divided into three modules. Module I to be completed by October 31st, requires student survey submission outlining course of study, interests, extracurricular activities, goal setting for the year, and parent reflection submission. Module II consists of personal reflection on goal progress as well as an opportunity for group discussion with other identified students. There is also a section for parent reflection within module II. This module is due by February 28th. Module III is the final module that consists of final goal check-in or reflection, an optional group discussion with other gifted learners, and a parent reflection submission. Module III is due by May 25th. All middle school students are assigned a DEP advisor that is a teacher or staff member within the school. The advisor communicates with the student through the Canvas course providing feedback and encouragement. Two more communications should follow. The second communication should happen prior to January 30th and the final communication should occur prior to May 25th.

At the high school level the DEP will be housed in the Google Drive. The high school DEP will be electronic and the communication from home to school will also be documented electronically. The high school DEP is designed to be a flexible, ever-changing document that outlines the students overall plans throughout high school. The high school student can change or update the document at anytime they need too and as

plans change. This document includes an outline for a course plan, extracurricular plan, scholarships of interest, career/military/or college trace, and an overall SMART goal. It is required to have documented reflection dates on parent interaction three times a year. The DEP is aligned to course registration. All high school students are assigned a DEP advisor that is often a counselor but can be a teacher or staff member within the school. The advisor communicates with the student through the google document providing feedback and encouragement. DEP goals can focus on academic, executive function, or social/emotional needs.

Counselors, AIG Coordinators, principals, teachers or other school professionals can assist the student with possible goals that may need to be of focus. Students that are identified under the category Intellectually Gifted (IG) will also receive a DEP. This DEP will follow the same elementary, middle school, or high school format as defined above, depending on the age of the student. The only exception will be that the school must include focus on how to increase academic achievement for the student. This focus should be outlined in the goal setting portion of the DEP.

*** Ideas for Strengthening the Standard**

Iredell-Statesville Schools Gifted Learning Department will continue to monitor identification across all ethnicity groups, ELL, Twice Exceptional and genders. Since 2016 I-SS has experienced steady growth in the number of students being identified as gifted since the addition of learner profiles and local norms. Efforts to promote alternative pathways to gifted identification will continue. An additional opt-in screening opportunity will be added for all 6th grade students. The identification data indicates we are seeing larger numbers of student identified in math than reading (19% reading, 39% math, 40% both) and there is a need to look more deeply into this data. To increase transparency of data the breakdown of identification data will be added to the Department webpage. The Department has recently added a Facebook page to help communicate valuable information through a social media outlet. The Department would like to build the following of this page to increase access to information for all populations. To maintain better student record communication and identification label "AIG" will be added to all student cumulative folders to alert school personnel of the students gifted identification.

Iredell-Statesville Schools Gifted Learning Department acknowledges and shares the "Promising Practices" aligned to this standard:

- Lakeshore Elementary and Lake Norman Elementary supporting and recognizing gifted potential and identification in students K-2
- Central Elementary fully implements and utilizes all screening data and identification resources including alternative pathways through portfolio and learner profiles.
- Cloverleaf Elementary, East Elementary, and Third Creek Elementary have nurturing programs to support the gifted potential and future identification of K-2 students.
- Secondary schools utilize the department's universal screening list as a tool to compile and store data for identification.

Type	Documents	Document Template	Document/Link
AIG Standard 1 Additional Resources	* AIG Identified Student Folder Audit Data * AIG/I/G Screening List for every school	N/A	 AIG Standard 1 Additional Resources

Iredell-Statesville Schools (490) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 2: Comprehensive Programming within a Total School Community

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

* **Practice A**

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

Iredell-Statesville Schools offers four levels of service, for grades K-12, under gifted identification. These levels are present on all categories of identification defined in Standard I Academically Gifted, Academically Gifted Reading, Academically Gifted Math, Intellectually Gifted and Academically Intellectually Gifted (AG, AR, AM, IG, AI) and are determined by percentile scores from aptitude, achievement and final grade percentages or through an alternative pathway.

Level I is reserved for transfer students, new to our school system, who will remain identified in Iredell-Statesville Schools; but do not yet meet our identification requirements. These students do not meet our percentile and grade scoring requirements but will remain identified under the previous category of AG, AR, AM, AI, or IG from their prior district. These students are placed in a regular education classroom, with flexible grouping and differentiated services. At the elementary level these students receive services from a Differentiation Specialist on a consultation basis. All students at this level have a Differentiated Education Plan, (DEP).

Level II services are reserved for students who meet the A/G requirements for identification in Iredell-Statesville Schools under one of the categories AG, AR, AM, AI or IG. These students are placed in a cluster classroom with six to eight other identified students. These students have access to a trained A/G classroom teacher. In the elementary school these students receive regular direct instructional support from the school Differentiation Specialist. These students have a Differentiated Education Plan, (DEP).

Level III services are reserved for students scoring at the 99th percentile for ability, achievement, and grades (6-12) in reading or mathematics in one of the identification categories AR, AM or AI. At this level, students are considered for subject advancement with the final approval of the Director of Gifted Learning. Students at this level also receive all services provided at Level II.

Level IV services are reserved for students scoring at the 99th percentile for ability, achievement, and grades (6-12) in both reading and math under the category of AI. At this level, students are considered for grade advancement with the final approval of the Director of Gifted Learning. Students at this level also receive all services provided at Level II.

Both Level III and Level IV services require consideration of a student's social development and academic maturity. The school assigned Differentiation Specialist will use the Iredell-Statesville Schools adapted version of the Iowa Acceleration Scale to gain insight from teachers, parents, and other sources when needed that know the student. This collection of data will be used to confirm the student demonstrates a strong probability of success with subject or grade acceleration. The student must score in the good or excellent range as indicated by 27 or more points. If a student does not score in the good or excellent range the Director of Gifted Learning may determine the student to not be a good fit for subject or grade acceleration.

Differentiated Education Plans are created annually and provided at all levels of service and for all grades K-12. At the elementary level the DEP is created collaboratively by the teacher and student with input from the parent/guardian. The completion of the DEP is the sole responsibility of the assigned teacher for the identified subject. The DEP outlines how the teacher will provide differentiation in the classroom and what the student will be able to do in response to that differentiation. The elementary DEP requires a parent's signature after the initial goal has been written and updates are communicated to parents on quarterly basis.

DEPs at the secondary level are created within Canvas, the district Learning Management System (LMS) for middle school or within the Google Drive for high school. Students are assigned a DEP advisor within the school, and the advisor and student collaborate digitally to complete the DEP process. It is the sole responsibility of the DEP advisor and student to ensure the completion of the DEP at the middle and high school. The secondary student completes a survey regarding academic performance and extracurricular activities. The student then creates a SMART (Specific, Measurable, Aligned, Results Focused, Timely) goal for improvement, which is not limited to academics. This goal can be focused on executive functioning skills, social/emotional skills, or other areas needing improvement. The student completes reflections on progress and converses with the parents around the goal and progress made. The DEP Advisor provides input and feedback to the student, and therefore becomes an advocate for the secondary gifted student. The DEP for secondary is updated three times a year.

Students with the Intellectually Gifted (IG) identification have access to Level I and II services. DEPs for IG students should focus on academic achievement and how to improve their overall academic performance to align with their ability. In situations where elementary schools departmentalize for instruction, identified gifted students must remain in clusters of six to eight students with like-identified students. The cluster students must be taught by a trained gifted teacher in the area of their identification. The trained gifted teacher is responsible for the completion of the DEP. In schools with fewer than six students identified in a single grade level, all students identified should be clustered together regardless of their area of identification. Schools should work to ensure that no more than one third of a class is identified gifted.

Students with the Academically Gifted (AG) identification have access to Level I and II services. DEPs for AG students should focus specifically on areas of improvement indicated by an alternative pathway used for identification. Portfolios and learner profiles should reveal specific areas of strength and weakness for the gifted learner.

Differentiation Specialists Services Defined:

Level I Consultation Services from the Elementary Differentiation Specialist:

-The Differentiation Specialist initially checks in with the teacher to create a regular schedule to share and discuss resources that may be needed to provide enrichment and advancement opportunities for the identified student. The regular schedule frequency and time is defined by the teacher and Specialist as appropriate to meet the unique learning needs of the student. Student data will continue to be monitored for the potential of change in services.

-When appropriate, these students can be allowed to work with Level II service students when the teacher and Specialist deems it is appropriate and necessary in meeting the educational needs of the student.

Level II Direct Instructional Support from the Elementary School Differentiation Specialist:

-Students identified in like areas meet for instruction with the assigned school Differentiation Specialist within the classroom setting following a co-teaching model that is most appropriate

-Typical group service size should remain at 6-8 students as a best practice

-A minimum of 30 minutes to a maximum of 60 minutes provided during each instructional session not to exceed 240 minutes in a month.

-Service delivery may be in the format of one instructional session per week or service delivery may be four consecutive days pending the school and/or district instructional schedule.

(The number of sessions should be the same at the end of each month regardless of either format; students see a specialist approximately 4 times a month.)

-Students who are identified in reading only, when feasible, should meet with other students identified in reading only. Clustering is a research-based best practice grouping format for students to be able to collaborate with other like-minded students. Clustering students works well in the classroom and allows the specialist to push into the classroom setting, when appropriate, to support reading instruction that is determined collaboratively by the teacher and specialist and may, at times, integrate across curriculum.

-Students who are identified in math only, when feasible, should meet with other students identified in math only. Clustering is a research-based best practice grouping format for students to be able to collaborate with other like-minded students. Clustering students works well in the classroom and allows the specialist to push into the classroom setting to support math instruction that is determined collaboratively by the teacher and specialist and may, at times, integrate across curriculum.

-Students identified in both math and reading, when feasible, should be clustered together into the classroom for services with the Differentiation Specialist to push into the classroom and support both subjects (approximately 4 sessions a month). Clustering is a research-based best practice for students to be able to collaborate with other like-minded students. During their session these students will often be working on integrated curriculum content that crosses multiple disciplines to meet both reading and math needs. These students may also have sessions that focus on just math or just reading if data-driven and supported by collaboration between the teacher and Differentiation Specialist. There is no expectation

that these students receive additional sessions because they are identified in more than one subject.

Secondary Differentiation Specialists Services:

- Secondary Differentiation Specialist works specifically with the school AIG Coordinator to ensure that identified gifted students are appropriately placed in the correct courses, are assigned an advocate for their DEP advisor and assist with specific instructional questions or testing questions that arise.
- Secondary Differentiation Specialist will coach and support teachers working with gifted student clusters in middle and high school to provide enrichment and differentiation information.
- Secondary Differentiation Specialist does not see students on a regular schedule but will work with students when requested by the school AIG Coordinator or the school principal.
- Secondary Differentiation Specialist is available weekly to be in schools.

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*** Practice B**

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

All students in grades K-6 are provided a social and emotional curriculum through the Second Step program. Teachers are required to provide this instruction and fidelity data is maintained through Student Support Services to make sure the curriculum is provided. Second Step provides students instruction on growth mindset, empathy, problem solving and much more. Students in high school receive social and emotional curriculum determined by the Student Support Services each year.

Iredell-Statesville Schools provides teachers working with gifted students with training on the social emotional needs of gifted learners during the locally endorsed Professional Achievement Certificate (PAC) courses. Teachers who work with gifted students in core subjects are required to take the PAC courses so they can deliver services appropriately. The Gifted Department also provides a professional development session, open for any school to schedule, regarding the social and emotional needs of the gifted with a focus on overexcitabilities and perfectionism. The Department has additional topics available including but not limited to Imposter Syndrome and self regulation delays incorporating the impact of Executive Function skills on education success.

The conversation and dialogue to support elementary teachers working with gifted students continues through the cluster teacher meetings that happen at a minimum of three times a year. These meeting opportunities allow time for the cluster teachers to meet as a district wide learning community with the support of the Department Director and Differentiation Specialists. These meetings allow for discussion and sharing regarding best practices to meet the social and emotional needs of gifted students.

AIG Coordinators are provided support for how to identify social and emotional needs through focused training provided during AIG Coordinator meetings. AIG Advisory is open to counselors to attend and provide insight to the social and emotional needs of gifted students and what they see in schools. The AIG Area Advisory has been able to review research on the social and emotional aspects of being gifted and has opened the door for secondary students to write goals on their DEPs pertaining to social and emotional needs. An assigned DEP advisor to every middle and high school student helps to serve as an advocate within the school who can support social and emotional needs of a gifted student. Counselors are provided resources through Supporting Emotional Needs of the Gifted (SENG) to help support interactions with gifted students. The Director of Gifted Education provides a monthly update to counselors regarding best practices to address the social and emotional needs of gifted and advanced learners. Other resources available to counselors and school staff to address the social and emotional needs are available through the ADR Resource Room such as Carol Dweck's Growth Mindset materials used to help gifted students overcome the fear of failure and learn from mistakes.

Secondary schools are encouraged to participate in "Learn and Lead" sessions. These sessions are offered monthly via Zoom and parents, as well as the gifted student, are invited to attend. These sessions often provide for opportunities to address the social and emotional needs of gifted learners. These sessions give support to parents and guardians on how to identify the unique needs of their gifted child and best support them.

Bibliotherapy is used within elementary schools during the study of specific novels. Differentiation Specialist work with small groups of identified students and use the bibliotherapy strategy to discuss social and emotional topics and coping strategies. Students are able to compare their own feelings and reactions to the characters in the novel and this often leads to great discussion.

Students have access to the application "Say Something App" that will alert school staff when signs of emotional and social harm may be present. These situations may include threats of suicide and bullying. The "Say Something App" is a way for students to alert a school adult at any time of the day. The use of "Lightspeed" filter monitors students online behavior and also alerts administrative staff when threats of self harm, suicide or bullying are mentioned through email sharing or other technology communication between students. Administrative staff follow up with students and documents their response to the situation.

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

Gifted education services are housed within the Curriculum and Instruction Division for Iredell-Statesville Schools. The Director of Gifted Education works closely with the Chief Academic Officers for Elementary and Secondary Curriculum to ensure the alignment of AIG offerings and services to the overall instructional vision of the district. Weekly meetings are held to discuss curriculum goals and instructional updates for the district from all curriculum departments. Joint planning helps to align professional development offerings that will impact classroom instruction for AIG students.

The Gifted Learning Department selects a Department Improvement Planning goal annually to focus on improvement that will align to meeting the strategic goals for the district. The Gifted Learning Department has focused on co-teaching and collaborative planning with all cluster teachers at the elementary level through intentional data driven instruction. The Department plans to deepen this plan by aligning to the state expectations and focus on Multi-Tiered System of Supports (MTSS) as framework for all students. This focus will allow for more data discussion and attention given to overall performance of gifted and advanced learners to ensure academic growth for all. One step to support this goal is adding data specific questions to be addressed monthly at school Gifted Processing and Support (GPS) meetings regarding the academic needs specific to gifted students.

The Gifted Learning Department works to align and support district-wide initiatives that impact the instruction of gifted and advanced students. Iredell-Statesville Schools has adopted the Depth of Knowledge (DOK) questioning framework as an expectation for all schools. The Gifted Learning Department attended and completed training and is intentionally incorporating DOK into their lesson planning and instruction for gifted and advanced students. In addition "Portrait of a Graduate" has been implemented as a state requirement. The Gifted Learning Department Director participated on the district level team providing feedback in the development of the I-SS Portrait of a Graduate and the importance of building durable life skills for all students K-12.

The Specialists are able to provide aligned coaching and support across all schools, and directly to teachers working with AIG and high achieving students. The Differentiation Specialists work directly with AIG teachers and students in elementary cluster classrooms and are employed to provide support for gifted learners, AIG cluster classroom teachers, and other school personnel through planning, professional development, resources, co-teaching, model lessons, direct instruction, and coaching. They also lead district-wide K-12 professional development through the locally endorsed Professional Achievement Certification (PAC) courses and other professional development needs based on individual school needs.

The Director of Gifted Learning communicates budget needs and requests annually to the Director of Finance. The budget requests informs the funding needs of the AIG Department aligned with delivery of services and professional development offerings. The budget consists of current spending as well as areas of need for both positions, training and resources.

The ADR Resource Room is supported and sponsored by funding through the Iredell-Statesville Schools Gifted Department. This Resource Room houses thousands of materials that span across all grade levels and all content areas. The purchasing of materials found within the Resource Room are based off of feedback received from schools and the Curriculum and Instruction Department. Therefore, these materials align with the needs of the district. A uniform check-out procedure is located on the AIG district webpage providing specific steps and a Google Form for checking out materials from the Resource Room. Teachers and administrators may search Destiny for a materials list or visit the Resource Room to inquire about materials. Materials are sent to schools all over the county and returned through courier service.

The Early Kindergarten start policy is developed between the Gifted Learning Department and the Elementary Education Department. This policy allows for students who are advanced in academics, social and emotional development to begin Kindergarten at age four. A child must be tested

by an outside provider using a valid achievement test and scores must be sent to the attention of the Chief Academic Office of Elementary Education. These scores are then reviewed by both departments and next steps are suggested to the school principal. Based on outside data and suggestions, the school principal will consider administering school based assessments as well as interviewing the student for possible early entrance to Kindergarten.

The Gifted Learning Department supports K-2 nurturing resources at schools with higher percentages of underrepresented populations. The Sliscumb-Payne Learner Profile is provided to these schools to assist with identification of K-2 students for the program. The U-STARS nurturing program is provided to these schools to help support the learning nature of the student and grow that students natural abilities. Training is delivered to all schools before utilizing the nurturing program to ensure alignment of delivery.

Virtual I-SS provides online courses for students in 5th-12th grade. These courses have become an avenue for students who need subject advancement to 6th grade, middle school students working on early high school credit and high school students working to graduate early. Virtual courses offer honor sections and Advanced Placement course opportunities and are a strong strategy for providing advancement to gifted learners. By providing courses virtually, all students across the district have access to this experience.

The Gifted Learning Department also provides training dollars to support high school teachers for Advanced Placement and/or IB courses. All high schools that offer these programs have access to this funding upon request and/or need. The budget also allows for a small group of teachers to attend the North Carolina Association of the Gifted Conference. Teachers are selected from all levels; elementary, middle and high to attend this conference. North Carolina Scholastic Membership Fees are paid for through Gifted Learning Department dollars for all middle and high schools.

*** Practice D**

Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs. The Iredell-Statesville Schools AIG model is to provide cluster classrooms for gifted identified students. AIG students are intentionally scheduled with other like-identified students in typical groups of six to eight. These clusters allow for teachers to provide flexible grouping opportunities throughout classroom instruction. Teachers use formative data from pre-assessments, informal assessments, baselines, and NC Check-Ins to provide evidence for the flexible grouping. The Differentiation Specialists provide coaching for the cluster classroom teachers during collaborative planning time as well as training during Professional Achievement Courses (PAC) on how to provide the best flexible grouping opportunities. Cluster grouping allows for both homogenous and heterogenous grouping.

Differentiation Specialists also meet and/or share annually with elementary principals, AIG Coordinators, cluster teachers and Instructional Facilitators to discuss placement of AIG identified students to ensure those students are placed in cluster group classrooms with teachers who meet professional development requirements of PAC. They also discuss watchlist students with principals and classroom teachers to ensure awareness of student potential.

Secondary counselors work with middle and high school gifted identified students to make sure they are provided opportunities to take higher level coursework and grouped accordingly. School leadership works to intentionally schedule these students into the most rigorous course of study

available at that school. Through purposeful scheduling identified students are afforded the opportunities to work collaboratively with both identified and students who are high achieving.

Students have opportunities for flexible grouping outside of their assigned clusters. Flexible grouping also happens within the school day based on interests, intervention and enrichment needs through MTSS progress monitoring, learning styles and random cooperative learning formats such as think-pair-share. Through a variety of flexible grouping opportunities, students are provided opportunities to build stronger collaboration and communication skills. Flexible learning formats can be found across all classrooms K-12.

*** Practice E**

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

The Iredell-Statesville Schools Gifted Learning Department informs all stakeholders of services available to identified gifted students through a variety of clear processes. The Gifted Learning Department website is a resource available to everyone that houses a copy of the Local AIG Plan as well as the Gifted Learner Parent Guide; both outline service delivery options. A copy of the Local Plan is presented to the Board of Education and shared with district level administration. Each school also receives a copy of the adopted Local Plan. This Plan clearly outlines the services that are provided to gifted learners and how differentiated needs are met. The Director of Gifted Learning provides training and information specific to gifted services to administrators, Instructional Facilitators, and Content Coaches during their regularly scheduled meetings throughout the year.

Differentiation Specialists, along with the Director of Gifted Learning, annually prepare a slide presentation available to all parents students and community members through a variety of measures including a secondary Learn and Lead session, Zoom online meeting for all elementary families, "It's Happening Here" an annual district event and the presentation is available online all year long through the Department webpage. The Gifted Learning Department maintains a Facebook page to help keep families engaged of happenings and events aligned to the Local AIG Plan. The Facebook page keeps families informed and allows for interaction and communication between the Department and the I-SS Community.

Differentiation Specialists train AIG School Coordinators on the Local AIG Plan, policies, and processes. The AIG School Coordinators will provide the training, through a standardized PowerPoint presentation, to each school site staff. Principals must sign stating the training was received by the staff. AIG School Coordinators and/or Differentiation Specialists notify teachers of the AIG-identified students assigned to their classrooms as well as students on the screening list. Teachers working with gifted students will begin/continue/complete four professional development training modules. The Gifted Department will provide a hard copy of the Local AIG Plan to all school principals that includes all necessary procedures and paperwork. All AIG School Coordinators have access to resources online to support delivery of services through the Google Drive. These resources are reviewed quarterly during the AIG Coordinator meetings.

Each school has a Gifted Processes and Support (GPS) Team in place to support the communication of service delivery, instruction, and regulations for AIG students. The GPS Team is kept informed by the AIG School Coordinator. When a student is identified as a gifted learner, the

parent receives a copy of the Gifted Learner Parent Guide. The guide specifically outlines services that are provided throughout the county in grades K-12. The parent signs the AIG 5, paper copy of a parent's rights, stating that a copy has been provided.

*** Practice F**

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

Standardized training presentations, visuals, and materials have been developed and are used to increase the fidelity of processes and procedures for the Local AIG Plan throughout grades K-12. These materials are provided to all AIG Coordinators at each school site for use with the staff and the school GPS Teams.

The Gifted Learning Department has a process in place to transfer the AIG student identification folders and information from one school to another during the key transition points, including transferring from elementary school to middle school, or middle school to high school, or transferring between schools mid-year. When a student is identified an AIG label is placed on the outside of a student's cumulative record to indicate to school staff the student does have identification paperwork. This process ensures when a student transfers during the school year a check should be conducted to make sure the identification paperwork folder also transfers. Student folders transferred at the end of a school year are collected by the Gifted Learning Department, reviewed for accuracy, and delivered to the students' new school at the start of the new school year. Folders transferred throughout the school year are handled by the school data managers and sent with a child's cumulative records to the receiving school. When students are transferring out of the school system their folders are kept on file in the Gifted Learning Department for up to five years. The receiving school system will be sent copies of the student's gifted identification paperwork. Newly-identified 5th grade students and newly-identified 8th grade students must either receive completed identification paperwork and a newly created AIG Identification Folder prior to entering the receiving school or the exiting school must make note on the screening list that identification paperwork and a folder is needed once they enter their new school. The school from which the student is exiting should indicate the student on the school screening list as newly-identified. The Differentiation Specialist will share this information with the receiving school.

Audits are performed randomly throughout the year in secondary and monthly at elementary level to ensure AIG Identification Folders are being maintained and information is accurate. The audit data is shared with school principals and corrections are made immediately following each audit. This process ensures that folders being passed to the accepting school are well maintained and accurate. During audits if a folder is found that does not belong to the school the folder is passed to the correct school at that time. Screening lists are kept at every school through Google Sheets. When students move from one school to another or transition to middle or high school the assigned Differentiation Specialist will relocate the student's data to the newly assigned school screening list.

When a student transfers into our district with gifted identification a meeting must be held to transfer the identification to I-SS paperwork and create an AIG Identification Folder for the student. An identification label must be added to the students cumulative record. All students identified outside the district, remain identified in I-SS as long as appropriate documentation can be provided.

*** Practice G**

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

Guidelines for subject advancement are outlined for K-8 students. These guidelines indicate that a student must score at the 99th percentile on an approved nationally-normed aptitude assessment, 99th percentile on an achievement test, and have final subject grades (6-8) of 99% or higher, all in the same subject area of reading or math. When necessary an observation and recommendation by the Director of Gifted Learning are can also be completed to assist with making a final decision. A student who qualifies for grade-advancement must possess these criteria in both ELA/reading and math. K-8 subject-advanced students will transition to the next grade class within the school, attend classes at the higher level class location, or will also have the option to participate in advanced classes virtually. Criteria for students in grades 9-12 is the same as that mentioned above. In the case of grade advancement an observation of the student can also be completed by the Director of Gifted Learning if necessary to make a final decision. However, students in these grades can choose to apply for IB, Dual Enrollment at Mitchell Community College, Honors and/or AP coursework. Parents of students who qualify for these levels of service may decline the recommendation. The district will honor the accelerative services of students who have transferred into the district with documented need. North Carolina guidelines are followed in evaluating a request for early admission to kindergarten. The Gifted Learning department has developed an adapted version of the Iowa Acceleration Scale, 3rd Edition for determining the need for acceleration. This tool is used for all students to determine the social and emotional maturity and readiness for subject and/or grade acceleration. Students must score in the good or excellent range, a minimum of 27 points, to qualify as a strong candidate.

The Credit by Demonstrated Mastery (CDM) policy allows middle and high school students to earn credit for a course without completing the traditional seat time, if established criteria is met. Information regarding how to complete Credit by Demonstrated Mastery is located on every middle and high school website. It is also located on the AIG website. The parent and student must submit a Student/Parent CDM agreement to their assigned school counselor. The CDM request must be for an approved course. An eligible course list is located on the CDM webpage. The student must make a 90% on a Phase I Assessment that consists of an End Of Course exam (EOC) or another past State assessment when available. A teacher made exam is used when an EOC or state assessments are not available. If this criteria is met the student moves to a Phase II assessment defined by the school CDM team. This assessment is artifact-based and scored on a rubric shared with the student prior to the assessment. The student will be asked to present their findings to a school CDM team compiled of a teacher in that content area, counselor, school administrator, and representative from the District Gifted Department. The student must show as mastery on the established rubric to achieve CDM.

Early College and Career and College Promise (CCP) opportunities are provided to high school students for dual enrollment. These programs allow high school students to earn college credit while also working on their high school diploma. Students who successfully finish the Early College Program graduate with both their High School Diploma and Associate's Degree. Advanced Placement (AP) courses are another route to earning early college credit. These courses require students to pass an AP Exam at the end of the course to receive the credit. Students interested in pursuing entrance to one of our Early College programs must apply following the application process posted through the district and school webpages each fall. The application deadline for the upcoming school year is in January with decision being made by each school in March. Students interested in pursuing Career and College Promise opportunities should work with their school counselor or their Mitchell Community College liaison. Students identified as gifted can access CCP opportunities in 9th and 10th grade with approval from the Director of Gifted Learning. Students should have a 2.8 unweighted GPA to be considered for CCP opportunities.

Our virtual course model allows for students in high school to take an additional course load and work from home in order to accelerate the achievement of high school course requirements. A student must meet with their school counselor and have approval from the principal and Director of Online Programs before taking this approach. It is possible for a student to earn additional credits in a semester by working on virtual courses from home and finish graduation requirements early. To overload their schedule a student must demonstrate a strong ability to work independently, be passing all courses up until this point, and exhibit strong motivation for learning. Students can use this approach to increase flexibility in their daily schedule and allow for more elective type courses that align to a student's passions or future goals.

Through required PAC courses, for teachers of gifted students and others interested in learning more about gifted learners, teachers are trained in specific differentiation strategies that allow students to accelerate through the curriculum. Students may compact out of skills they already know and be allowed to move to the next learning target or learn the skill at a more deeper level. Teachers are trained to use classroom pre assessment data, informal assessments, NC Check-Ins, and baseline data to determine if students should compact out of portions of the curriculum for that grade level.

The Gifted Department works diligently to provide additional training to teachers and specific teacher groups such as cluster room teachers and honors course teachers, regarding acceleration strategies and acceleration as a best practice for gifted and advanced learners. Research from a "A Nation Deceived" and resources from the Belin Blank Center as well as from the National Association for Gifted Children are used to help provide evidence behind this best practice.

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

Iredell-Statesville Schools believes in providing a variety of unique learning experiences for K-3 students. K-3 programs and philosophical approaches to learning that exist throughout the district such as: IB, A+, DI, STEAM, STEM, Leader in Me, help foster a child's young mind and build strong decision making skills. These programs provide students with ongoing peer collaboration and build connections to the real world. The Department has broadened access to summer enrichment camps to include students as young as first and second grade to help build talent development and encourage academic passion and interests.

Learner Profiles are made accessible to all teachers. The Slocumb-Payne Teacher Perception Inventory and the Scales for Identifying Gifted Students (SIGS) can be used with K-2 students to identify possible gifted traits that can be nurtured and developed through appropriate instruction and strategies. In 3rd grade these profiles can be used to help identify a child as a gifted learner. Both of these profiles are research-based and their specific use has been described in Standard 1. Universal Talented and Gifted Screener (UTAGS) can also be used as a learner profile and is highly recommended for ELL students. This profile also supports K-3 teachers when trying to identify gifted traits in young students.

Schools have K-2 nurturing programs accessible to them that can be implemented with specific types of learners to help nurture gifted characteristics. One of these programs, Primary Education Thinking Skills (PETS) is available in the ADR Resource Room. Also available to schools from the resource room are: Project M2, Jacob's Ladder Primary 1 and Primary 2, U-STARS, and Center for Gifted Education William and Mary Learning Units. All of these resources are viable options for nurturing K-2 ability. The Gifted Department will work closely with

schools that have low numbers of identified students but high levels of underrepresented populations to help build their capacity to deliver these programs to students that may benefit from nurturing. These schools administer the Slocumb-Payne learner profile at the end of first grade. Students that meet the minimum score of 57 or fall into the top 10% score range on the profile are considered for participation in the U-STARS nurturing program as second graders. This program is delivered by a trained staff member or by an assigned Differentiation Specialist. U-STARS is intended to nurture the natural curiosity and problem solving abilities of the students that participate. Our goal is to grow the potential of these students being identified gifted as a 3rd, 4th, or 5th grader.

In Iredell-Statesville Schools students in K-2 have the opportunity to be identified as gifted. The student must be reviewed through the GPS Team first. The Team should look at student performance data, work samples, learner profiles if used, and consider teacher input. The Team should give careful consideration and, if the determination is made for testing to occur, the team should follow the steps outlined in Standard 1 for identification.

The goal of these K-3 opportunities allow students to develop their durable life skill sets to better prepare them for advanced learning opportunities in the older graders. They are also able to discover their talents and academic interests to assist in moving them towards better development of academic goals. Through the K-2 nurturing program an increase in gifted identification for these students in the older grades has been noted. These students are able to apply and gain access to programs such as IB and Early College.

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

Iredell-Statesville Schools wants to promote identification of gifted learners across all student groups. This includes underrepresented populations. We offer a screening to every student in third grade using the Cognitive Abilities Test (CogAT) abilities test. This screening allows the school to receive an abilities score learning profile for every third grader. The learner profile provides information to the teacher for how to better meet the instructional needs of the student and better nurture the students abilities. Students who have IEP's, 504's or ELL accommodation plans are allowed these accommodations during the administration of the CogAT.

Prior to third grade, students in second grade, who attend schools with less than 5% of population identified and large percentage of underrepresented populations, are provided a nurturing program. Using Science, Talents, Abilities to Recognize Students (U-STARS) is made accessible to each of these schools in our school system. Students are identified for participation through use of the Slocumb-Payne Learner Profile. This profile indicates students that demonstrate a strong potential for characteristics which are common to that of a gifted learner. We do not consider a student's academic performance when determining eligibility for participation in U-STARS. We are instead looking for students who show the potential to demonstrate learning behaviors of a student who is gifted. These behaviors are then nurtured through the program over the 2nd grade year. Students who score 57 points or higher on the Slocumb Payne are considered for participation in the program. The ADR Resource Room sponsored by the Gifted Learning Department provides access to a variety of nurturing resources that are accessible to all schools. Programs and materials that are available include: Jacob's Ladder, Project M2, William and Mary Units, and Primary Education Thinking Skills (PETS).

The Gifted Learning Department offers a variety of routes to attain gifted identification including use of the nonverbal portion of the CogAT. When ELL students nonverbal scores are at 96% or higher, Using Science, Talents, Abilities to Recognize Students (UTAGS) learner profile can be used for ELL learners. This profile has been researched and found to be fair across ethnicity groups. Students scoring 130 or higher on this learner profile are considered for identification under the category of IG. Other learner profiles and portfolios are provided as possible alternative pathways for identification. Scales for Identifying Gifted Students (SIGS), Sliocumb-Payne are two additional learner profiles that are used at schools. SIGS is a standard profile used across all student groups. Sliocumb-Payne is more suitable for low socio economic or behavior students. Portfolios are used primarily in 5th, 7th, and 10th grades. Students receiving a score of 85 or higher earn points towards identification. Portfolios can be requested in other grade levels. Alternative pathways to identification allow for students to be identified that may not meet the aptitude, achievement or grade criteria or need additional points in one of the areas. A point system allows for greater identification across all student groups. Students do not have to meet a set cut score. Instead students are assigned points based on different ranges of scores. It is possible for a student to be stronger or weaker in one area of another and still qualify by making up points in another area.

Schools with fewer than 5% of their student population identified gifted may use local norms as a data point toward identification. This provides these schools with the opportunity to determine their higher aptitude scores within their schools to also identify students who need to have nurturing opportunities.

Highly-gifted students are recognized under the Iredell-Statesville Schools Local AIG plan by scoring consistently at 99% across aptitude, achievement, and final grades (6-12). These students are considered for acceleration opportunities for subject-or grade-advancement. Students who fall short of the 99% but are identified as gifted can also be recognized by the school principal as a candidate for subject-or-grade advancement. Schools may use tools accessible to them in regard to school and district-based assessments, state assessments, observations, GPS Team recommendations to consider a student for subject or grade advancement who does not meet the 99% criteria. Professional Achievement Certificates (PAC) Courses, required training for teacher working with gifted students, includes information on recognizing giftedness in underrepresented populations. These trained teachers are present throughout every school and can assist school GPS Team identification of these student populations.

Talent development opportunities are found through all schools at all levels. We do offer art and music in all elementary schools. We have one A+ Arts elementary school within our district that provides multiple opportunities for talent development through music, dance and visual arts. We have orchestra opportunities through our IB schools as well as art, band and chorus opportunities at all middle and high schools. Early colleges offer a specific focus such as our collaborative leadership early college or our agricultural early college that allows students with these interests to fully develop them. High school students have theatre opportunities and often offer specialty bands such as Jazz Band. Career and Technical Education (CTE) offers students the opportunity to develop their talent in skills in a career field such as culinary arts, health care, or nail design. Students can also find opportunities to participate in internships at local businesses. STEM education is also accessible through opportunities at one of our STEM education schools or through project-and/or-problem based learning used at all campuses. Summer Camps provided by the gifted learning department provide talent development in areas ranging from photography to tennis as well as forensics, robotics and sewing.

Practice J

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

Students in Iredell-Statesville Schools have the opportunity to participate in academic competitions provided through the Gifted Learning Department throughout the school year. Competitions offered include: Spelling Bee, Science Fair, Math Expo, Odyssey of the Mind, Chess, and Robotics. Battle of the Books is also provided in our school system through the Media Department.

Enrichment opportunities exist for students at all grade levels through various club activities. Multiple clubs are provided throughout the county to help enrich our students. Clubs that are funded through the Gifted Learning Department include: Robotics, Odyssey of the Mind and Chess. At the middle and high school levels enrichment opportunities are funded and supported by the Gifted Learning Department through the North Carolina Association for Scholastic Activities (NCASA), as well as attendance to North Carolina Governor's School (NCGS) for high school students that apply and are accepted.

The Gifted Learning Department offers summer camp experiences for all I-S students. These camp experiences are designed to enrich a student's love of learning in an area he or she may feel passionate. These offerings focus on STEM, arts, science, physical play, and much more. These camps are facilitated by Iredell-Statesville School teachers. Camp cost is minimal to students.

The Gifted Department partners with the Career and Technical Education Department to further provide career development opportunities for middle and high school students. The Gifted Department highlights these offerings and supports the talent development they provide. The Department also shares extra-curricular opportunities that are made available through local universities such as University of Carolina at Charlotte. The school of North Carolina Science and Math opportunities are shared and promoted with students and families. Many of these offerings are highlighted through monthly Learn and Lead sessions provided online and open to all secondary families.

*** Ideas for Strengthening the Standard**

Secondary Differentiation Specialists will continue to work on improvement of DEP completion at the secondary level. Through incorporation of differentiated AIG Coordinator Sessions provided for secondary specialists it will provide more individualized coaching time. Secondary Differentiation Specialists will continue to go to schools to coach DEP Advisors and support students in the completion of their DEP. We are proud of the increase fidelity we have seen in middle and high school DEP completion. We would now like to see the process have impact with more personal and meaningful goal development. We will continue to focus on the advocacy piece behind the DEP for secondary students.

Co-teaching training will continue to be provided at the initial start of the school year for all AIG Cluster Teachers at the elementary level. The co-teaching approach has now been in place for three years and this training will be shifted to provide a co-teaching model approach that is more data-driven and used to support MTSS throughout the schools.

Stronger communication will be developed with counselors K-12 by providing a monthly resource to keep them updated on tools and resources to support the social and emotional needs of gifted learners.

The Department will continue to build their presence on social media through Facebook, working to engage the community in opportunities for parent and student engagement that are aligned to the Local AIG Plan.

Iredell-Statesville Schools Gifted Learning Department acknowledges and shares the "Promising Practices" aligned to this standard:

- Union Grove Elementary School has strong support of all enrichment offerings and events.
- Celeste Henkel Elementary strong collaborative instruction and use of co-teaching practices.
- Lake Norman High School, North Iredell High School, The Brawley School, Woodland Heights Middle School, Iredell-Statesville Schools Virtual Academy, Agriculture & Science Early College and Crossroads implementation of DEP at the secondary level 90% or higher in 23-24.
- Shepherd Elementary School Improvement Plan goal focused on AIG students and discussed at GPS meetings with fidelity.
- Learn and Lead series is offered to all secondary students and parents, covering a variety of issues relevant to gifted learners.

Planned Sources of Evidence

- | | | | | | |
|---|--|--|--|--|--|
| * Sign-in sheets and/or certificates of completion for gifted learner related professional development from teachers, specialists and parents | | | | | |
| * Gifted Learning Department website highlighting summer camps, enrichment opportunities | | | | | |
| * Virtual I-SS course registration list from PowerSchool | | | | | |
| * Academic competition recognitions documented in Board of Education minutes | | | | | |
| * Gifted Learner Parent Guide outlining all choice options | | | | | |
| * Enrollment of AIG students in schools of choice and choice courses | | | | | |
| * Quarterly flyers with upcoming enrichment opportunities | | | | | |
| * Summer camp registration documentation | | | | | |

Type	Documents	Document Template	Document/Link
AIG Standard 2 Additional Resources	<ul style="list-style-type: none"> * CDM completion and explanation on website * Cluster classrooms planning sheets * Enrichment coordinator meeting minutes * Agendas/sign-in sheets from GPS, AIG Coordinator and AIG Area Advisory Meetings * District Resource Room with curriculum aligned materials check-out list * Student AIG Folders with DEPs and AIG 2's * Nurturing Program materials check out/in from resource room * Nurturing program student identification list * Job description of Secondary AIG Specialist * Observable co-teaching models during observations * Facebook Page 	N/A	 AIG Standard 2 Additional Resources  AIG Standard 2 Additional Resources  AIG Standard 2 Additional Resources  AIG Standard 2 Additional Resources  AIG Standard 2 Additional Resources

Iredell-Statesville Schools (490) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

Iredell-Statesville Schools is dedicated to fostering instruction for our high achieving students that leads to academic growth. The core values for the district speak to the commitment of providing personalized, challenging, and engaging learning opportunities for all students. The values also point to the commitment of making data-driven decisions. These values and beliefs acknowledge the desire of the school system to meet the needs of even our highest achieving students. The newly developed core values for the Gifted Learning Department were intentionally developed based off the input from staff, parents and students to help guide the work and focus of the Gifted Department as a reminder to remain diligent to meeting the unique learning needs of students and avoid a one size fits all approach.

The Gifted Learning Department assigns a Differentiation Specialist to work with every school to assist with the alignment of curriculum and how it meets the needs of gifted learners. These specialists are available to provide coaching and lesson planning ideas to help the classroom teacher enrich, extend, or accelerate the curriculum based on data. A document is shared with every school detailing who the assigned specialist is for their location. The specialist can also help connect the teacher to instructional materials found in the ADR Resource Room to help aid in differentiation. In the elementary schools, specialists regularly provide lessons to identified students for extending and accelerating curriculum.

Professional Achievement Courses (PAC) are professional development opportunities required of all cluster teachers and they center on the need of gifted learners and differentiating curriculum for identified students. Teachers that work with gifted learners are required to complete four PAC courses prior to receiving a certificate of achievement. These courses include: Development and Characteristics of Gifted Students, Learning Environment of Gifted Students, Identification and Assessment of Gifted Learners and Instruction of Gifted Students. Teachers are trained on how to use data to drive differentiation decisions as well as utilize specific best practice differentiation approaches for enrichment, extension, and acceleration across content, process, and/or products.

Evidence of these approaches can be seen across all schools at all grade levels within the district. Enrichment opportunities provide time for students to focus on a specific area of interest and expand their understanding and knowledge of that interest. All schools offer club experiences to help students connect with students who might share their interest. Summer camps for all district students also provide time for enrichment and exploration of specific interests or talents. Programs within the arts are available at all schools for enrichment opportunities. Students also experience enrichment within their classroom through learning choice projects and independent studies.

Enrichment opportunities can also be found through the many choice programs available in Iredell-Statesville Schools. AIG students have the opportunity to apply and be accepted/or enroll in choice programs such as; International Baccalaureate, A+ School, Dual Immersion (DI), Advanced Placement, Honors Courses, College Career Promise and Early College. These programs allow students to experience NC curriculum at a more rigorous level while providing opportunities to pursue enrichment through the arts, career internships, foreign language and much more.

Iredell-Statesville Schools has fully embraced the NC Honors Course Policy CRE-001, 9.0 and has trained all high school honors course teachers on the requirements expected for honors level work including acceleration, enrichment and extension opportunities through differentiation instructional practices determined through pre-assessment. These courses are reviewed on a 3 year cycle to ensure policy requirements are being met. High school Content Coaches have also been trained to help build capacity to continue the training of new teachers as well as evaluating newly added honors level courses. The Director of Gifted Learning oversees this process for fidelity of implementation.

NC Advanced Math Legislation, Senate Bill 500, is also fully implemented throughout Iredell-Statesville Schools. Elementary students scoring at the highest level on the EOG are provided advanced learning opportunities in math. The Secondary Differentiation Specialists with the support of the Director of Gifted Learning work to confirm students who have scored at the highest level on prior EOG/EOC are scheduled in the most advanced level for the next math course. Students in 7th grade scoring at the highest level are provided access to Math 1 in 8th grade. A parent may opt the student out of this requirement through written consent. This opt-out consent must be maintained on file in a student's cumulative folder.

Gifted students also have opportunities to accelerate the learning process. In cases of Advanced Placement, International Baccalaureate (IB), Career and College Promise (CCP), and Early College high school students are able to earn college credit while still in high school. AIG students have other unique learning opportunities available through Credit by Demonstrated Mastery (CDM). Middle and high school students may demonstrate mastery of curriculum without actually completing seat time. This opportunity allows for students to complete both a Phase I and Phase II assessment outlined on the district AIG webpage and every middle and high school webpage. Students can receive credit for the course if mastery is obtained in both assessment phases. AIG students, K-8, do have the opportunity to subject or grade advance when criteria is met. These students can accelerate through the curriculum because mastery has been demonstrated through aptitude, achievement, and grades. Subject or grade advancing students may access NC Curriculum by using a face to face approach or a virtual course approach allowing for more flexibility in scheduling. Students can also accelerate learning within their traditional classroom through differentiation opportunities such as curriculum compacting that allows students to demonstrate mastery of an objective and to move at a faster pace through the curriculum.

Students have extension opportunities through classroom differentiation opportunities such as Problem-Based Learning and Project-Based Learning. Teachers use data to determine when students are ready to dig deeper into the specific objective and extend it to a deeper level of understanding beyond the typical classroom. Opportunities are provided through academic competitions such as the Math Expo and Science Fair for students to also extend their learning beyond the classroom.

All schools implement Multiple Tiered System of Supports (MTSS) and within this model, students are provided opportunities for extension,

enrichment or acceleration during the school day. Schools will use this time to allow students who have demonstrated overall mastery of current grade level curriculum to pursue a club of interest and work on extended curriculum project. Secondary students could use this time to pursue a virtual class for early high school or college credit.

AIG funds are used to maintain the ADR Resource Room where current, research-based resources and technology are available for checkout by teachers throughout the district for use in adapting the NC Curriculum to meet the needs of gifted students and those with high academic potential. Available materials include above grade level texts, Junior Great Books, Hands-On Equations and other math manipulatives, interdisciplinary units, Problem Based Learning, advanced vocabulary and grammar resources. These resources will provide teachers with additional opportunities to infuse depth, complexity, and rigor into the NC Curriculum. The district has adopted Depths of Knowledge (DOK) as a model for questioning and curriculum unpacking. The Gifted Department supports this implementation in all schools. AIG students are cluster grouped into classrooms according to their identification, leading to greater opportunities for flexible grouping. AIG students participate in both homogenous and heterogeneous grouping formats to better meet their individual learning needs.

*** Practice B**

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

Differentiation Specialists provide instructional support, training and resources for direct and indirect services to elementary and secondary AIG students. They are available to assist with school and district data days to address the learning needs of gifted students. Classroom teachers provide differentiated instruction for AIG students within the regular classroom setting through data-based cluster and flexible grouping. Teachers utilize strategies and resources that encourage depth and complexity, inductive and deductive reasoning, accelerated pacing, Socratic Seminar and shared inquiry, Problem/Project-Based Learning and higher-order thinking skills documented through the DEP process.

Local AIG PAC classes will continue to be offered to elementary, middle, and high school teachers in I-SS. These classes provide collaboration and learning opportunities aligned to classroom management, flexible grouping, tiered assignments, compacting, menus, Problem-Based Learning, student learning characteristics, RAFTs, learning styles, multiple intelligences, and assessments. Teachers have the opportunity to receive specialized training in IB and AP programs. Additionally, The Gifted Department offers training opportunities for schools on Early Release Days and after school staff development to focus on research-based best practices for gifted learners. Principals can use these opportunities to help support teachers that may need additional training in meeting the needs of gifted learners and differentiation in the classroom.

The Gifted Learning Department works closely with the Curriculum Department and meets weekly to collaborate on instructional needs. The Director of Gifted Learning is able to communicate regularly with all departments that operate within the Curriculum Division. This allows for discussion of professional development planning that align with instructional needs in the classroom. This collaborative time also provides for time to review data and performance of all student subgroups including Gifted Learners to determine instructional next steps.

A wide variety of resources are made available through the Resource Room. These resources are designed to provide for many unique learning

needs that a teacher may encounter within a diverse classroom. These resources are available for check out to any school in the district through the online Destiny System. The link to the Destiny check out system is easily located on the district AIG webpage.

*** Practice C**

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

Iredell -Statesville Schools continuously makes every effort to provide research, evidenced-based supplemental resources and professional development opportunities to improve curriculum and instruction. Iredell -Statesville Schools Gifted Department provides professional development to schools on rigorous instruction and sound lesson plan design. Other professional offerings through PAC sessions and additional mini session offerings provide for teachers to learn about best practice in differentiation, concept attainment, questioning, using CogAT data, and more. These trainings allow for teachers to become familiar with resources available through the Gifted Learning Department that are intended to increase student achievement.

Secondary schools provide 1:1 technology to every student. This device enables secondary students who are identified as gifted to maintain a digital DEP and communication with an assigned DEP advisor within their school. DEP's engage the secondary gifted student in personal goal setting that is a proven strategy for improving achievement. The goals must be SMART goals that are specific, measurable, aligned, results focused and timely.

Schools are allowed the freedom and flexibility to purchase resources that will align to the needs of their students. These resources are purchased with the intent to support that specific school's programs. Resources may be specific to IB schools, STEM or STEAM opportunities, A+ school or another choice option within I-SS. These resources are used to promote research-based practice in the classrooms. Schools are supported by the district in providing training for teachers on how to best use these resources in the classroom to improve student performance.

All I-SS teachers have access to the ADR Resource Room which houses current teacher and student research-based materials, technology, and content-specific manipulatives. A sampling of available resources include: -Junior Great Books Series -Growth Mindset Materials -William and Mary resources (Jacob's Ladder, Language Arts Units and student books) -Marcy Cook math resources -Hands-On Equations kits, Problem Solver I and II, and Super Source math materials -Versatiles -Chess and robotics kits -Logic and reasoning games -Classroom sets of novels, informational texts, and poetry collections -Interact Simulations -Advanced Placement exam preparation materials -Primary Education Thinking Skills (PETS) -USTARS -Michael Clay Thompson vocabulary and grammar materials -Professional books for educators and parents related to gifted learners, instruction, and social emotional needs -Problem-Based and Project-Based Learning Resources Materials in the ADR Resource Room are reviewed regularly and updated as funding allows.

*** Practice D**

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

Iredell -Statesville Schools sets goals through the district strategic plan to focus on students becoming college and career ready. The strategic plan also intends for every student to be provided a personalized education. Meeting these strategic plan goals require the development and inclusion of 21st century skills. Through providing learning opportunities to enhance and allow students to communicate, think critically, collaborate, express

creatively, use technology, build global awareness, set personal goals, and participate in volunteering students are able to increase the likelihood of being college and career ready.

AIG students are provided opportunities to apply for acceptance or enroll for participation in many specific choice programs that harvest 21st century skills. IB has a globally minded focus that requires acts of service. The A+ School allows for students to develop skills within the arts and think creatively and STEM/STEAM programs enhance problem based learning to increase critical thinking, creativity, problem solving, and collaboration. The district will continue to offer schools of choice such as Collaborative College of Technology and Leadership, Crossroads Arts and Science Early College, Dual Immersion, Agriculture and Science Early College, A+ School, Career and Technical School, iAcademy and the International Baccalaureate (IB) programs. These choice options provide students opportunities to become experienced in possible career options, earn early certifications, and/or complete early college credits.

The AIG Department promotes and offers enrichment programs, summer camp options, and academic competitions across the district. These opportunities are shared through the Iredell-Statesville Schools AIG Department website, AIG Department Facebook page, district PeachJar messages, quarterly electronic department newsletters and other means of communication. These enrichment offerings are designed to support critical and creative thinking among students. During academic competitions such as robotics, students are asked to program robots, but students will also be asked to work together, problem solve, and think about real world implications to specific problems that could be solved through the use of robotics. All schools are provided materials needed to participate in academic competitions through the district. Other specific enrichment programs and competitions that I-SS provides are spelling bee, science fair, chess tournament, Math Expo, Odyssey of the Mind and Battle of the Books. Summer camp opportunities are offered at sites throughout the district to provide opportunities for students to develop specific skill sets and build learning experiences in areas of interest. Summer camps examples may include culinary arts, robotics, Problem-Based Learning, STEM, escape rooms, forensics, and much more. Other summer opportunities are also made available and promoted to students through the I-SS Career and Technical Education, North Carolina School of Science and Math (NCSM), North Carolina Governor's School (NCGS), Duke TIP, and Summer Ventures. Summer experiences keep learning happening and are great opportunities for students to grow in 21st century skills. Students are encouraged to participate in community service and internship opportunities at the secondary level. These opportunities give students a chance to gain real world knowledge of careers and job offerings in our area. Students are able to develop a better sense for why learning is important and become more goal oriented about their future.

Students at the secondary level are required to provide documentation of time spent participating in community service. These community service opportunities are encouraged through AIG DEP goals, Crosby Scholars, IB programs, Beta Clubs, Career-related Programme and Diploma Programme. The act of becoming more community minded and understanding needs that exist within the community fosters social awareness. The availability of technology enhances the 21st Century learning experience for students. All schools participate in 1:1 laptop or iPad initiative. Students have their own personal device and teachers use a blended learning approach. Students learn to use the technology as a tool of efficiency and develop creative products to demonstrate their learning.

The secondary curriculum level has adopted a focus on building skills around Executive Functioning also called Self Regulation in our students. The Gifted Learning Department provides training to principals and schools in how to recognize gaps in these skills and provide strategies for

improvement. Data is shared to help school leaders and teachers better understand how the skills often present in gifted and advanced learners and/or can be misdiagnosed as a learning disability.

Iredell-Statesville Schools has embraced development of the "Portrait of a Graduate" to help foster the durable skills in all of our students K-12. The learning community as a whole has a responsibility to foster students regardless of grade level. The development of these skills are also enhanced through partnerships with home and community to bring about growth and responsibility in our students. The encouragement of natural curiosity and a desire to learn begins with the Kindergarten classroom and extends past graduation. A goal of the school system is to fully develop lifelong learning in all students and to instill within each student the ability to ask their own questions to seek better understanding of the world around them.

*** Practice E**

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

Assessment and differentiation are embedded in the Iredell-Statesville Schools Instructional Continuous Improvement Model to raise achievement and close gaps. The key five questions that support the model are: 1) What do students need to know? 2) How will they learn it? 3) How will we know they've learned it? 4) What will we do if they don't learn it? 5) What will we do if they already know it? Iredell-Statesville Schools utilizes these questions when looking at formative and summative data to make instructional decisions for students. To drill down more specifically at gifted and advanced learners additional questions will be added in response to the data of these students including: Are AIG students able to accelerate when needed? Do AIG students have regular opportunities to expand upon their areas of interest and strengths? Are AIG students encouraged to extend learning beyond the basic level of understanding? Are AIG students appropriately challenged in order to develop their talent and potential? Through participation in school level data days, weekly Professional Learning Communities (PLCs) both at school and district department levels, school goal teams, School Improvement Teams, district level Beginning of Year, Middle of Year, and End of Year data analysis meetings, data is analyzed at all levels of the organization. Formative data is used to determine how instruction may need to change in order to meet the needs of the individual learner. Summative data is used to inform the teacher how well the student mastered the material being taught. Differentiation Specialists, Instructional Facilitators, Content Coaches, teachers, PLC's, school leadership teams, and district leaders have access to many assessments resulting in both formative and summative data. Some of these assessments include District Baselines, NC Check-Ins, mCLASS:Reading 3D, iReady, Sheltered Instruction Observation Protocol (SIOP), EVAAS, EOG/EOC, teacher assessments/observations, pre-assessments, and post-assessments. Assessment results are continuously monitored to determine the need for and effect of differentiated instruction.

The Gifted Department emphasizes the importance of data-driven instruction and provides a Professional Achievement Course (PAC) that is titled Identification and Assessment for the Gifted Learner focused on assessment in the classroom and how to use it to drive instruction. This course is a requirement for any teacher working with gifted learners and is available to all teachers in the district.

All schools are trained in Multiple Tiered Systems of Support (MTSS) and are expected to use data analysis to deploy this learning model. This approach emphasizes the importance of core instruction and the use of formative data to allow for flexible grouping within core instruction. All students should have opportunities to move in and out of fluid grouping formats to meet their instructional needs. Pre-assessment, NC Check In

data, school Baseline data, classroom assessments can all be used to guide these grouping formats. Focused discussion with the Differentiation Specialist allows for appropriate decision making in regards to the identified gifted students. This model further allows schools to place students in tiers of instruction based on data that range from intensive intervention to need for enrichment, extension and acceleration. Every school receives training in matching appropriate research based strategies to the appropriate instructional level of each student. Schools use all the data resources mentioned previously to make these instructional decision and move students in and out of tiers. Schools are also encouraged to use CogAT data to better understand aptitude scores and how students learn best. The Differentiation Specialists at the elementary level can help support these MTSS decisions during school GPS meetings. The Director of Gifted Learning attends MTSS meetings at secondary level to help support the needs of gifted and advanced learners within this model.

Identified AIG students at the elementary level are provided service time by a trained Differentiation Specialist. This instruction provides opportunities for enrichment, extension, and acceleration that is aligned to the data provided by the classroom teacher. During these sessions students participate in instruction that is aligned to state curriculum but allows for opportunity to dig deeper into the learning targets. Students may also move to higher level learning targets that are still aligned to the class curriculum. Teachers provide day to day differentiation opportunities in their classroom instruction. Teachers use data to determine appropriate grouping formats such as tiered assignments and opportunities for curriculum compacting. Teachers monitor data on a regular basis to make sure student needs are being met. AIG students have strategies for differentiation that will be used by the teacher documented on their Differentiated Education Plan (DEP) at the elementary level. High School students have documentation of a more rigorous course of study evidenced on their DEPs.

* Practice F

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

Gifted Department Differentiation Specialists play the primary role in supporting gifted instruction at the school level. At the elementary level this collaboration happens through shared data analysis and lesson planning with AIG Cluster Teachers. The Gifted Department supports a collaborative effort that allows for push-in teaching opportunities. Cluster teachers and specialists will work to utilize the 6 models of Co-Teaching to provide for a clearer framework when lesson planning and ensure this collaboration is taking place. These models will be trained during the cluster teaching meeting in August/September each year. To increase the sharing and collaboration across schools the Differentiation Specialists meet with all the AIG Cluster Teachers in one group at least three times a year. Differentiation Specialists at both the elementary and secondary levels participate in providing curriculum support collaboratively with Iredell-Statesville Schools by providing PD opportunities aligned to the specific needs of gifted learners. Differentiation Specialists participate in school level Gifted Processes and Support (GPS) team meetings on a regular basis.

During these meetings the Specialists assist with data review, curriculum guidance and service guidance for gifted students. Specialists may also attend PLC's, goal team meetings, and/or school data days to help provide curriculum support for gifted learners. Differentiation specialists will also assist with locating resources from our ADR Resource Room that can be used to support instructional plans. Secondary Differentiation Specialists specifically collaborate with AIG School Coordinators on course scheduling to ensure AIG identified students are receiving the most rigorous course of study available. Differentiation Specialists also communicate specifically with building principals regarding student placement

and use of cluster teachers.

The AIG Department collaborates with our school of choice program staff and their school leadership teams frequently. Many of our identified students will choose these options to meet their need for enrichment, extension or acceleration. The Gifted Department will work collaboratively with families and schools to explain choice options and assist in creating an instructional plan that is most appropriate for the identified student. The Director of Gifted Learning meets at least monthly with IB Coordinators and at least four times a year with IB Principals. The Director of Gifted Learning meets every other month with the PreAP and AP Capstone program leaders. These programs are International Baccalaureate, A+ School, Dual Immersion (DI), Advanced Placement, Honors Courses, and Early College Programs.

The Department collaborates with Counselors in regards to providing unique learning opportunities available through Credit by Demonstrated Mastery (CDM). CDM also involves the collaboration of a school team for phase II evaluation in which the gifted Department Director is a required member to work with the identified school team. Counselors also support the Gifted Department in delivery of North Carolina Governor's School information and application process. They are critical in disseminating this information as well as providing scoring representatives for the district committee.

Collaboration often includes work between the ESL Department and EC Departments when working to administer aptitude testing as well as provide services to these students. We use these departments to assist with testing and testing accommodations that might be needed. School CogAt Testing Coordinators are also used to assist in the ethical administration of the CogAT test to ensure valid results for appropriate identification of gifted students. They receive training and assist with training teachers within each of their schools. They also provide testing security at each of their schools.

The Director of the Gifted Department collaborates weekly with the Curriculum Department and monthly with the District Administrative Team to ensure communication between departments. This process allows for opportunity to align department processes. Minutes from the meetings allow for follow-up and accountability of next steps that will often impact curriculum decisions. Policies and mandates are often discussed here in regards to planning how to roll them out across the district and how it will impact various subgroups such as the gifted student population. An example of this would be the Advanced Math Legislation or changes in high school course credits.

The Gifted Department uses teachers across the district to develop summer programming for summer camp offerings. These teachers come together to create a variety of summer offerings that peak the curiosity of students. These teachers create and design their camps, while the Department does the administrative pieces of scheduling, location of the camps, ordering materials and registration. These camps provide enrichment opportunities across the district.

Finally, the Differentiation Specialists and Gifted Director will commonly work with Instructional Facilitators and Content Coaches in providing input into the District Curriculum Guides in regard to resources available for differentiation opportunities. This feedback allows for teachers using the Curriculum Guides to know what resources are available within the ADR Resource Room or virtually that could assist with aligned differentiation.

*** Ideas for Strengthening the Standard**

Iredell-Statesville Schools deploys an MTSS model at all schools K-12. The Gifted Learning Department uses CogAT data to help schools understand the aptitudes of students. The learner profile received from the CogAT data provides instructional strategies for all types of students. This data can be used to help plan extension opportunities for high achieving students within the MTSS model. The Gifted Learning Department will continue the effort of deploying use of this data to support the MTSS model as well as facilitating intentional data conversations during GPS Team meetings.

The Department will adopt the use of guiding data questions to focus on the needs of gifted students. These questions will include: Are AIG students able to accelerate when needed? Do AIG students have regular opportunities to expand upon their areas of interest and strengths? Are AIG students encouraged to extend learning beyond the basic level of understanding? Are AIG students appropriately challenged in order to develop their talent and potential?

Differentiation Education Plans (DEP) are present at all levels K-12 for identified gifted learners. The DEP details how a gifted students academic experience, social/emotional experience and/or intellectual experience is being enhanced through curriculum aligned differentiation and/or goal setting. The DEP goals need to become value-add to the student and referenced with fidelity within the school setting. Recent changes were made to the DEP at the high school level allowing it to align more with the course registration and selection process. This change will be supported and coached by the Secondary Differentiation Specialists.

The Department will continue to work toward building capacity of implementation of NC Honors Course policy to ensure the offering of higher quality and rigorous coursework.

-Statesville Schools Gifted Department would like to acknowledge and recognize Promising Practices aligned to this standard:

- West Iredell Middle School has embraced a Pre-AP model that allows for middle school students to earn early high school credit in as many as four courses and will offer all 8th graders a PSAT opportunity.
- West Iredell High School has implemented AP Capstone Academy in collaboration with their feeder school they will be able to use the PSAT scores to identify students who have a strong possibility of success in AP coursework.
- Woodland Heights Elementary Individual Pathways to provide unique learning experiences that are personalized for student need.
- Lake Norman Elementary Dual Immersion and seeking collaboration with their Differentiation Specialist to support advanced learners not showing growth.
- Celeste Henkel combining grade levels to work on projects together.
- East Elementary is doing a great job problem-solving for their subject-advanced students and finding ways to make subject-advancement work by participating in shared collaboration between teachers and schools.
- A wide offering of K-12 school choice programs are available throughout the district including: IB, AP Capstone, Early College, A+ Art, Dual Immersion and STEM.

Planned Sources of Evidence

- * ADR Resource Room purchase orders and checkout data
- * Documented differentiation on Differentiated Education Plan (DEP)
- * MTSS paperwork
- * Documentation of training for Differentiation Specialists
- * Student interest inventories, work products and assignments
- * PAC course graduation and registration data
- * I-SS Curriculum Guides containing resources and planning ideas for curriculum extension and enrichment
- * NCSSM enrollment
- * Governor's School Acceptance and Participation
- * Participation by all schools in AIG Department sponsored enrichment opportunities
- * AIG student enrollment in choice option schools and advanced classes
- * Implementation of Common Assessments, Pre-Assessments, Post-Assessments, Benchmark Assessments, EOGs and EOC's
- * Flexible grouping and cluster grouping formats

* Published AIG growth trend data		
* GPS Team sign in sheets and minutes		
* AIG Audit Folder Data		
* Schedules of Differentiation Specialists		
* Principal meeting minutes, AIG Coordinator's meeting minutes		
Type	Documents	Document/Link
AIG Standard 3 Additional Resources	N/A	 AIG Standard 3 Additional Resources

Standard 4: Personnel and Professional Development

Iredell-Statesville Schools (490) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

Iredell-Statesville Schools employs an AIG-licensed Gifted Learning Director. The Gifted Learning Director ensures system-wide implementation of the Local AIG Plan as well as program accountability. The Gifted Learning Director represents the district at local, regional, state and/or national meetings and LEA functions. Three AIG-licensed Differentiation Specialists support the Gifted Learning Director in the implementation of the local Plan at the elementary level and one AIG-licensed Differentiation Specialist supports the secondary level. The licensed Differentiation Specialists work with each school in the system to assist with implementation of the Local AIG Plan.

Director of Gifted Learning, IB Roles and Responsibilities:

- Reports to the Chief Academic Officers for Curriculum and Instruction
- Consults and coaches school administration and other school staff on best instructional practices for gifted and advanced learners
- Provides leadership for the implementation of the Iredell-Statesville Schools' Gifted Education Program and presents to the BOE when requested
- Communicates the goals and objectives of the program to all stakeholders through a variety of sources
- Provides leadership for the implementation of the Iredell-Statesville Schools' International Baccalaureate (IB) Programmes
- Meets regularly with IB Coordinators (monthly)
- Meets regularly with IB Leadership (bimonthly)
- Meets regularly with AP and PreAP designated schools (bimonthly)
- Defines roles and responsibilities of key personnel involved in the Gifted Learning Department

- Evaluates and oversees Differentiation Specialists and school scheduling as well as delivering of appropriate instructional models with fidelity
- Works with schools to make sure clustering of gifted identified students is happening with fidelity
- Directs system-wide use of research based learner profiles used with students as an alternative pathway for gifted identification
 - Provides individual testing (outside of traditional testing window) and scoring as needed
 - Oversees district portfolio scoring process as an additional alternative pathway toward identification of gifted students
- Disseminates AIG information on an ongoing basis
- Disseminates IB Information on an ongoing basis
- Disseminates AP Information on an ongoing basis
- Maintains the AIG Department webpage on district website information
- Maintains the IB programme page on district website with information and updates
- Maintains the AP programme page on district website with information and updates
- Maintains the Department Facebook page with information and updates
- Oversees AIG budget
- Oversees AIG Resource Room
- Oversees IB budget relative to annual fees, membership dues, trainings and software applications
- Oversees AP and PreAP programmes at middle and high schools
- Maintains College Board membership and works directly with the district NC College Board Partnership
- Attends state level Advanced Placement Trainings
- Manages all College Board Partnership scholarship dollars
- Coordinates the district AIG program enrichment clubs and events (Spelling Bee, Odyssey of the Mind, Math Expo, Science Fair (elementary and middle), Chess, Robotics) This includes any associated training, materials, costs, hiring, finding locations, district competitions, awards, etc...

- Advertises, manages registration, hires and trains staff, collects payments, determines locations for Summer Enrichment Camps
- Provides Beta Club support for elementary, middle and high schools
- Shares and Communicates NC Scholastic membership and information regularly with NC Scholastic Representative
- Ensures PSAT administration for opt-in high schools and one middle school
- Oversees CogAT administration elementary, middle and high (meeting with Datamanger Riverside, training all testing coordinators, managing the digital testing scheduling, working with Testing and Accountability for roster upload, digital test troubleshooting, score reports)
- Organizes Governor's School application process and submissions (meeting with state, organizing district timeline, organizing application materials, compiling district scoring team, designing district scoring rubric, communicating with all selected and non-selected students, sending nominees to state, collecting payments)
- Assists staff development planning at the district level regarding differentiation applicable for gifted and advanced learners
- Participates in parent meetings at school site when requested
- Supports professional development for the local AIG PAC courses
- Recognize student award recipients and PAC graduates at Board of Education meetings
- Provides professional development opportunities for Differentiation Specialists
- Provides Gifted Processes and Support (GPS) Team training and support
- Monitor fidelity of GPS meetings through review monthly meeting minutes
- Compiles an AIG Advisory Team and meets regularly with AIG Advisory Team (at least three times a year)
- Oversees the AIG Department Newsletter quarterly to all stakeholders
- Meets regularly with AIG School Coordinators
- Facilitates weekly Department meetings with Differentiation Specialists
- Participates in Curriculum & Instruction (C&I) Team weekly meetings
- Attends District Administrator Meetings monthly

- Participates on Early Kindergarten Admission Decisions Committee
- Participates in monthly principal meetings
- Conducts classroom observation visits in schools
- Develops and assists with parent communication
- Acquires data reports for AIG students K-12 (district assessments, EOG, EOC, dropout, etc.)
- Leads the evaluation of the effectiveness and appropriateness of the gifted program
- Manages program evaluation and compliance through the auditing process
- Monitors current list for AIG-certified and trained personnel
- Collects, analyzes, and presents annual program evaluation survey data
- Has certified licensure in gifted education
- Maintains timely correspondence with teachers, parents, and district personnel
- Participates in the Procedure to Resolve Disagreements process, as needed
- Attends state level and regional level AIG Director/Coordinator meetings
- Attends IB state level and regional level meetings
- Completes statewide headcount twice a year for gifted identification K-12 (>2,000 students)
- Gathers feedback from key stakeholders to write, present and submit the Local AIG Plan
- Trains the Local AIG Plan
- Assists with planning and attending monthly Learn and Lead sessions for middle and high school students (parents and students)
- Conducts observations for all specialists, oversees PDP for all specialists
- Manages the approval of gifted identification paperwork and identification in Infinite Campus
- Works with school level data managers to maintain accurate transfer records for gifted students

- Completes twice a year and submits own Director's Evaluation Tool
- Maintain current list of IB Resignations and collects training repayment dollars coordinated with finance department
 - NC Honors Course Policy
 - NC Advanced Math Legislation
- Evaluates the work of the Differentiation Specialists

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

The elementary AIG-licensed Differentiation Specialists are employed and trained to serve as support personnel to directly impact the services relative to the academic, intellectual, social, and emotional needs of gifted learners in the elementary schools. The elementary level Differentiation Specialists work collaboratively with teachers and students within elementary cluster classrooms and are employed to provide support for gifted learners, AIG cluster classroom teachers, and other school personnel through planning, professional development, sharing resources, co-teaching, modeling lessons, direct instruction, and coaching. Specialists are involved in GPS Team meetings, student screening, student identification, structuring cluster groups, student testing, communicating with stakeholders, parent conferences, and assisting with AIG enrichment activities. Specialists work very closely with each school's AIG Coordinator to ensure fidelity for Iredell-Statesville Schools' local AIG Plan.

At the secondary level the AIG-licensed Differentiation Specialist is employed and trained to serve as support personnel directly for middle and high school AIG Coordinators. These Specialists are employed to assist with student scheduling to ensure advanced placement, collaborate with teachers on instruction, assist with GPS Team meetings, support student screening, support student identification, assist with student testing, communicate with stakeholders, provide parent meetings or conferences, and assist with AIG enrichment activities.

The Specialists also lead district-wide K-12 professional development through the locally endorsed Professional Achievement Certificate (PAC) in Gifted Education courses and may provide other indicated professional development based on stakeholder need. The PAC courses provide the following virtual training courses: Development and Characteristics of Gifted Students, Learning Environment of Gifted Students, Identification and Assessment of Gifted Learners and Instruction of Gifted Students

In addition to the PAC courses the Director and AIG Specialists are actively engaged in offering face to face sessions of professional development. These face to face opportunities highlight best practices in our schools and provide best research based strategies for meeting the needs of gifted students. The Gifted Department provides a prescribed training list several times a year to each school principal, Instructional Facilitator and Content Coach that describes sessions that are available. Schools may also make their own request for a specific training to be provided at their school. The trainings offered align with the academic, intellectual, social and emotional needs of gifted learners. The Gifted Department Director and Specialists work with schools to schedule sessions as requested. Sessions are delivered through Professional Learning Communities (PLC's), after school staff meetings, Early Release Days, and teacher workdays.

Iredell-Statesville Schools Differentiation Specialists:

- Provides support and training to school staff for instruction in gifted differentiated practices and the use of the Differentiated Education Plan (DEP)
- Provides assistance with gathering materials and resources, school/district event planning, unit planning, and Differentiated Education Plan development based upon teacher/student need
- Develops and delivers professional development for teachers
- Co-teaches in AIG cluster classrooms (K-5)
- Acts as liaison between school sites and the Director of Gifted Learning to facilitate communication, maintain screening lists, monitor student service options, and provide resources
- Participates on the elementary GPS Team
- Provides assistance for district AIG program enrichment opportunities and community programs
- Provides ongoing communication regarding the Local AIG Plan, school and district program enrichment opportunities and community programs
- Assists with parent and staff meetings
- Provides model lessons for AIG cluster classrooms
- Develops and updates Professional Achievement Certificate (PAC) courses
- Teaches AIG PAC classes to K-12 teachers
- Assists with individual testing when requested by the Director of Gifted Learning

- Assists with school compliance based on auditing feedback
- Assists with creating and maintaining screening lists
- Monitors headcount and identification paperwork
- Participates on district Portfolio Committee
- Participates in ongoing training (gifted education and differentiation strategies)
- Consults with school staff and parents concerning the gifted education program
- Supports secondary AIG coordinators and AIG teachers
- Assists in the Local AIG Plan rewrites/updates
- Creates and updates formal AIG paperwork
- Assists in creating yearly AIG event calendar
- Plans and presents at quarterly AIG Coordinator meetings
- Plans and presents at AIG cluster teacher meetings
- Assists in folder transfer process at the end of year as well as throughout the year when needed
- Participates in learner profile scoring and distribution
- Supports secondary AIG Coordinators with Universal Screening list
- Transfers and updates Universal Screening list annually
- Has experience with gifted children and genuine interest in gifted education
- Has licensure in gifted education
- Has elementary certification and/or secondary certification
- Assists with AIG Area Advisory Meetings
- Other duties as assigned by the Director of Gifted Learning

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

The district will continue to employ an AIG Director and K-12 Differentiation Specialists who are fully trained and have AIG licensure. Continual professional development opportunities are provided for the Gifted Department personnel through opportunities to attend the annual national or state gifted conference, AIG Regional and State Directors/Coordinators monthly meetings, state Winter and Spring Institute Conferences and opportunities through Riverside Insights Webinars and Events Training. The elementary Specialists completed the state level Language Essentials for Teachers of Reading and Spelling (LETRS) training. The Department also actively participates in district level professional development offerings such as Depth of Knowledge, AI in the classroom and Brain Based Learning. Participation in district initiatives allows for better coaching and alignment to district strategic goals in regards to gifted identification, instruction and teacher support.

Each school level AIG Coordinator receives bimonthly training and check-in opportunities when requested through the Gifted Learning Department. These brief hour long trainings serve as reminders regarding identification and service expectations for gifted students. Each training session has a well planned agenda to make sure all school level AIG Coordinators understand what items need to be addressed in their schools to ensure fidelity to the Local AIG Plan. These training opportunities provide focus on how to find gifted students in their schools, complete identification paperwork, manage Differentiated Education Plans, use learner profiles, complete efficient portfolios, appropriate management of identification folders, administering CogAT testing and classroom differentiation for gifted learners. Often these sessions will be differentiated for elementary and secondary coordinators so that the Department can provide information that is most applicable to each group.

Teachers of AIG students will continue to be encouraged to pursue AIG licensure through a college/university. The district will provide reimbursement to teachers that pursue taking the Praxis exam for Gifted Licensure, provide appropriate documentation and receive a passing score. Irredell-Statesville Schools requires teachers of gifted students to have AIG add-on licensure, be working to obtain AIG add-on licensure, have completed the locally offered AIG Professional Achievement Certification Courses, or be working to complete the AIG Professional Achievement Certification Courses. This expectation is documented by the Gifted Learning Department through spreadsheets maintained to show course completion and/or graduation dates. Trained teachers must demonstrate mastery in: Development and Characteristics of Gifted Students, Learning Environment of Gifted Students, Identification and Assessment of Gifted Learners and Instruction of Gifted Students. Mastery is demonstrated through successful completion of homework assignments, reflections and assessments submitted in our PAC courses or a graduation certificate from a university for add-on licensure. This documentation is shared annually with principals as they work to schedule gifted students with trained professionals.

Cluster teachers at the elementary level also participate in training three times a year to learn the roles and responsibilities of a cluster teacher. These trainings provide a look at management of the DEP, differentiated instruction strategies as well as collaborative teaching with your assigned Differentiation Specialist. The cluster teachers are trained on co-teaching models during the beginning of the year meeting to help support collaboration between them and the specialists. These district-wide cluster meetings allow for professional sharing across schools.

All staff at every school receive annual training in regard to identification and service requirements for gifted learners. This training includes K-12 teachers, special education teachers, ESL teachers, Instructional Facilitators, Content Coaches and any other employed certified staff in the building. This training is delivered through PowerPoint by the school AIG Coordinator. The PowerPoint is developed by the Gifted Learning Department to ensure that all information shared is consistent across the district. The principal provides his/her initials to indicate the professional development opportunity was provided to all staff.

The Gifted Learning Department supports all schools by offering professional development opportunities that are specific to the unique learning needs of gifted learners. Schools can request face to face sessions or virtual offerings can also be provided by the Department. Sessions include but are not limited to topics focused on: social and emotional needs, specific differentiation strategies such as Total Participation Techniques, rigor, Problem-or Project-Based Learning, and specific resources that are available like Junior Great Books. Schools can also make a request from the Department that aligns to their School Improvement Plan needs. The Gifted Department shares these training opportunities through the website and through communication with principals, AIG Coordinators, Instructional Facilitators and Content Coaches. Schools can use PLC's, Early Release Training Days, teacher workdays or after school staff meetings as opportunity for the Department to deliver the training.

High school teachers that work within choice programs such as Advanced Placement and International Baccalaureate receive training through the appropriate agencies. The Gifted Learning Department works collaboratively with school leadership to determine teachers that need training, the schedule for the training, and the budget to cover the training. Some middle school teachers are also receiving Pre-AP program training through the College Board. High school Honors Course teachers are trained on NC Honors Course policy requirements and course expectations.

The Director of Gifted Learning meets annually with counselors and school leadership to train importance of appropriate scheduling for secondary students. Differentiation Specialists meet annually with elementary school leadership teams to train scheduling for elementary students. This training allows time for discussion of unique learning needs and most appropriate placement/setting for every identified student in the county.

Counselors are provided monthly communication on how to be aware of social and emotional issues impacting gifted students. This communication is provided via emailed updated and the Director is also available during a counselor monthly PLC upon request. This time provides opportunities for counselors to see resources such as SENG as well as resources housed in our ADR Resource Room that can support the mental well being of our gifted students. At the high school level many counselors serve as DEP Advisors and receive training in how to complete the DEP as it aligns to the high school registration cycle.

Principals receive training annually and throughout the year on implementation of the Local AIG Plan. They also participate in timely trainings that are focused on immediate needs such as equity and access, use of CogAT data and understanding levels of service. Principal trainings are

always scheduled to be presented during a principal monthly meeting. The planning and communication to be added to the principal agenda happens between the Gifted Department Director and the Chief Curriculum Officers for Secondary and Elementary.

*** Practice D**

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

Students will be cluster grouped at the elementary level with teachers who have AIG add-on licensure, are working on AIG add-on licensure, have the local AIG Professional Achievement Certificate or are working to obtain the local AIG Professional Achievement Certificate. Principals and school assigned Differentiation Specialist meet and/or discuss annually to ensure that students are scheduled with appropriately trained teachers.

Students at the middle school level will have advanced course options taught by teachers who have AIG add-on licensure, are working on AIG add-on licensure, have the local AIG Professional Achievement Certificate or are working to obtain the local AIG Professional Achievement Certificate. Middle school AIG School Coordinators at each school are made aware annually of students who are identified so that scheduling ensures proper assignment.

Students at the high school level have choice option pathways. Teachers working with AIG students will have AIG add-on licensure, be working on AIG add-on licensure, have the local AIG Professional Achievement Certificate or be working to obtain the local AIG Professional Achievement Certificate. High School AIG School Coordinators at each school are made aware annually of students that are identified so that scheduling ensures proper assignment.

The Department of Gifted Learning maintains a list of all teachers who have AIG add-on licensure, be working on AIG add-on licensure, have the local AIG Professional Achievement Certificate or be working to obtain the local AIG Professional Achievement Certificate.

Teachers working at choice programs including IB, AP, A+ Art, STEM or STEAM and Early Colleges are required to maintain training requirements that must be met by each of these programs. These requirements are monitored by each building principal.

*** Practice E**

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

The Gifted Learning Department strives to encourage, recruit and retain qualified gifted teachers for the district. The Department supports this process by offering a completely free opportunity to earn a Professional Achievement Certificate through local professional development courses known as PAC. Teachers can work on a series of four courses at their own pace and once completed receive a certificate as well as recognition from the Board of Education. The Department also provides reimbursement to any teacher who successfully takes the state Praxis for Gifted Education, provides appropriate documentation and receives a passing score. The Department website offers information to possible candidates

exploring Iredell-Statesville Schools of these opportunities.

The Gifted Department intentionally communicates the need for gifted teachers through a brochure advertising professional development support. The brochures are sent to all schools at the start of each new school year and placed in staff workrooms and teacher boxes to help communicate the need and support available.

The Gifted Learning Director works closely with principals to be aware of openings and schools that demonstrate high need for gifted licensed staff. The Director further notifies school principals when a teacher with Gifted Licensure is seeking employment with Iredell-Statesville Schools. The Director of Gifted Learning supports with HR postings and interviews upon request.

The Human Resources Department supports the need for locating licensed teachers when attending recruitment events at local colleges and universities. The Gifted Department provides information to HR to participate and communicate virtual presentation regarding the need for licensed gifted staff to work with identified gifted and advanced learners. When positions requiring gifted licensure are available they are posted on the Human Resources site. When a position is available within the Gifted Learning Department opportunity to apply is always given to internal candidates who have worked to receive or have their AIG Licensure. This provides an opportunity of advancement for their work and effort.

* **Practice F**

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

The Gifted Learning Department provides professional development focused on equity and excellence in gifted education in multiple ways and formats. The AIG Advisory reviewed the Critical Actions to Realize Equity and Excellence in Gifted Education, NCDPI and discussed where we are as a district on these practices. Suggestions for improvement were gathered and used to guide the 2025-2028 plan.

The Director of Gifted Learning has worked with both AIG Coordinators and AIG Cluster Teachers on developing a better understanding of acceleration as a best practice for students who indicate a strong need. Multiple formats to providing acceleration have been shared and research behind the practice has been introduced. The training has worked to begin a shift in mindset and negative thinking towards acceleration. Data and research behind cluster grouping and why this allows for increased opportunity to meet the needs of many students has been trained and shared with principals, AIG Coordinators, cluster teachers and Instructional Facilitators. The Department uses the time available with these groups to share information, promote conversation and build a stronger understanding of how to best meet the needs of all students.

Expanding excellence in AIG identification practices is embedded in the AIG Coordinator meetings each month as we train and discuss the use of local norms, learner profiles and portfolios as alternative pathways to identification. Training videos provide reminders to the school staff on how to use a learner profile and administer it correctly. The Gifted Department embeds within the training on alternative pathways, the reason why we offer additional opportunities and current district data to support the need for alternative pathways.

Training cluster teachers during the beginning of the year annual cluster teacher training to understand flexibility in planning groups for the

Differentiation Specialists to work with provides increased access. The teachers are trained to understand that students that are not identified can work with a specialist when mastery is demonstrated on a specific topic or a student is demonstrating the need for enrichment but has not yet been identified.

Every school has the opportunity to send Academic Competition Coordinators to be trained in implementation of the Spelling Bee, Odyssey of the Mind, Robotics, Chess, Math Expo and Science Fair at their schools. These competitions are available for all students to compete. These coordinators are trained on how to provide these opportunities in an equitable manner.

When the opportunity is provided Gifted Learning Differentiation Specialists will participate in school level Data Days. Data Days allow a school to review data of all students and implement MTSS as a framework for all students. This time gives the specialists a chance to review data and provide next steps for all students that demonstrate a need for enrichment and nurturing. Seven schools are fully trained in implementation of U-STARS nurturing program. Each year this training is reviewed, students are identified to participate weekly in the nurturing program. The data of these students is tracked and reviewed to determine the number who are identified gifted following the program.

*** Practice G**

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

Iredell -Statesville Schools strives to improve student achievement and educator effectiveness using personalized learning environments aligned with college and career-ready standards. The school system has a mission to grow globally competitive students. The I-SS vision is to continue to strive to ignite a passion for learning with all students, including our gifted learners. To support the vision and mission Iredell -Statesville Schools provides ongoing professional development opportunities to all teachers that move the district toward our goals. The district utilizes student performance data, School Improvement Plans, Department Improvement Plans, teacher evaluation data and district strategic goals to create an aligned approach to professional development needs. The district provides an aligned, structured time for professional development delivery on Early Release Days (ERD) implemented throughout all schools. Instructional Facilitators, Differentiation Specialists, and Content Coaches work together to provide delivery of professional development aligned to district and school needs.

Through collaborative planning meetings held at the district level including monthly administrator meetings, weekly Curriculum and Instruction Department meetings, and weekly AIG Department meetings the various instructional leaders across I-SS are able to ensure alignment of professional development opportunities. The Departments share data to make sure the training supports the needs across schools in the district. Some of these trainings include:

-Honors Course Teacher Training

-Executive Functioning

-Depth of Knowledge

-Social and Emotional Needs of Gifted Learners

-Managing a Gifted Classroom

-Rigor and Relevance- What is the difference and why are both important?

-Problem-Project Based Learning

- Authentic DEP's, Making them part of instruction and value add for students
- MTSS and the Gifted Student
- Best Practices for Differentiation
- AP Establishing an AP Culture
- IB Training at PYP, MYP, DP and CP .

Quarterly meetings with school level AIG Coordinators as well as regular sessions with cluster teachers provide additional opportunities to deliver district aligned professional development. The Differentiation Specialists and Gifted Learning Director utilize this opportunity to deliver best practices in gifted education that can be shared back at every school level. Gifted programming goals can be reviewed with the AIG Coordinators to ensure school processes are in accordance with expectations. The Gifted Learning Department provides training dollars to support district initiatives in International Baccalaureate and Advanced Placement. The Department also sends teachers and specialists annually to the state gifted conference. A Prior Approval process to approve spending is used to ensure alignment to district, school, and Gifted Department programming goals.

*** Ideas for Strengthening the Standard**

The Gifted Learning Department of Iredell-Statesville Schools would like to continue to focus on including more training of equity and excellence throughout gifted education engaging AIG Advisory, Cluster Teachers, AIG Coordinators, principals, counselors, Instructional Facilitators and Content Coaches in deeper conversations around equitable identification practices.

The Department will work to solidify a better understanding of MTSS as a framework for all students within a school where opportunities for enrichment, acceleration and extension are present

The Department will continue training on how to use alternative pathways and local norms as identification tools. The goal of the Department is to ensure that these tools are utilized at all schools but also utilized with fidelity.

The Department would like to support teachers and encourage teachers that have successfully completed all four PAC courses to take the state Praxis for Gifted Education.

Iredell-Statesville Schools Gifted Learning Department acknowledges and shares the "Promising Practices" aligned to this standard:

- The I-SS AIG Department has been able to regularly present to Instructional Facilitators, principals, and teachers regarding best practices for gifted and high-ability learners.

- Cool Spring Elementary, Central Elementary School, Lakeshore Elementary, Troutman Middle School, The Brawley School using the Gifted Department to support professional development in their schools

- All high schools using the Gifted Learning Director to train Honors Course Policy

- Lake Norman Elementary seeking specific professional development on academic growth in gifted learners.

Planned Sources of Evidence

- * AIG Department defined roles and job description
- * AIG Department employees certification/qualifications/evaluations on file with Human Resources
- * Differentiation Specialist job description, schedule, and travel log
- * Stakeholder survey data (administration/classroom teachers/parents/students)
- * Certificates of attendance at NCAGT state conference
- * Certificates of attendance at local, state and national professional development for AIG teachers/Coordinators/Specialists, as funding allows
- * EVAAS, EOG/EOC, data for cluster classroom teachers working with gifted learners
- * Sign in sheets or certificates from professional development for school personnel
- * Documented Canvas logins and online course participation report for AIG Professional Achievement Courses
- * Reimbursement documents for teachers who have obtained AIG add-on licensure
- * Human Resources Department licensure documentation
- * Annual data on number of AIG certified personnel
- * Annual data on placement of AIG students with trained AIG teacher
- * Annual data on the number of teachers completing AIG Professional Achievement Courses
- * -PD Agendas and sign in sheets

Type	Documents	Document Template	Document/Link
AIG Standard 4 Additional Resources	* Differentiation Specialists' coaching notes * Calendar of yearly AIG PD opportunities * School Site PLC agendas * Professional development agendas for county-wide early release days * AIG Professional Achievement coursework, agendas, teacher products * Data Day Agendas * Nurturing Program Data	N/A	 AIG Standard 4 Additional Resources  AIG Standard 4 Additional Resources

Standard 5: Partnerships

Iredell-Statesville Schools (490) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

Iredell-Statesville Schools wants every parent of a gifted student to have input into their child's education. Identification meetings are held with every parent to discuss the identification services and needs of the student. Parents are active members in this meeting and must be present to contribute and sign indicating agreement to the level of identification and service plan. Parents are able to provide input at the time of the meeting and/or ask questions. The identification process allows time to discuss the unique academic and social/emotional needs of the student.

Parents are active participants and invited to all academic competitions. We offer opportunities for parents to view projects and be an audience member to events such as Science Fair, Math Expo and district Spelling Bee. Parents are strongly encouraged to attend Board of Education meetings where students are recognized for academic excellence. Quarterly newsletters are sent to parents with updates regarding events and Department happenings. The newsletter invites parents to contact us with questions and/or comments and provides contact information. Parents are also invited to support their students at the individual school levels by participating in school activities such as enrichment clubs and field trip experiences. Parents are invited to help facilitate enrichment clubs such as chess, Odyssey of the Mind and Robotics under the supervision of a certified staff member.

Differentiated Education Plans (DEP) are designed collaboratively with the involvement of the teacher, student and parents or guardians. The DEP is meant to be unique to the needs of a student. Students and parents can determine if a student needs to focus on social/emotional goals in addition to academic/intellectual goals. Parents/Guardians participate in the feedback process of the DEP. Since the DEP can address both academic and social/emotional needs of the student, it is considered an opportunity for the parent and student to work alongside the school staff to develop an authentic plan for the individual learning needs of the child. Schools and parents communicate with each other a minimum of three times for secondary and four times for elementary throughout the school year regarding the DEP.

Elementary Differentiation Specialists communicate regularly with parents of their students through newsletter updates regarding what learning standards and/or activities they have been covering. The Specialists also provide opportunities, at least twice a year, for parents to provide feedback through surveys specific to their child's time with the Differentiation Specialist. The Specialists work to build a relationship with the

parent/guardian so the parent can feel comfortable communicating questions or concerns.

Parents and families are strongly encouraged to participate in Gifted Learning Department formal surveys. Surveys are made available prior to every local Plan rewrite. These surveys are made available for at least a month through the I-SS webpage. District-wide communication is utilized to share these surveys with parents. The survey allows for parents to give feedback to the school system that is analyzed and reviewed to determine next steps to improve the identification and services provided.

Parents and families are invited to be active participants on the AIG Area Advisory. The AIG Advisory meets at least three times a school year to monitor the overall performance of AIG programs in Iredell-Statesville Schools. The Advisory analyzes the needs of the AIG learners in the district and works to ensure these needs are being met. When problems arise, the Advisory helps brainstorm solutions. The Advisory is also utilized to often bring clarity to miscommunication and misinformation that might exist regarding AIG identification and services. Parents are a critical part of the AIG Area Advisory as they assist with providing input into the creation of the Local AIG Plan.

Learn and Lead Sessions help foster two-way communication between the school system and parents. To help support them in their educational journey these Learn and Lead sessions offer live virtual meetings, chat and Q&A sessions for our secondary students and their parents to join the Gifted Department and often a special guest speaker. These sessions include topics that deal specifically with social and emotional needs as well as academic and intellectual needs. This is a great time for parents to provide input and ask questions that are specific to their student. Sessions are always recorded and posted to the Department webpage for viewing later.

*** Practice B**

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

The I-SS Gifted Learning Department believes in the importance of fostering partnerships within the community. Currently Iredell-Statesville Schools works closely with Mitchell Community College as an Institution of Higher Learning (IHL) to offer early college credits and associate's degree at the high school level. Students enrolled in traditional high school have access to Career and College Promise courses as a junior/senior when criteria are met. Students with gifted identification can enroll earlier. Associate Degree opportunities are made available through Collaborative College of Technology and Leadership (CCTL), Agriculture and Science Early College (ASEC), and Crossroads Early College.

IHL's are represented throughout our Learn and Lead sessions. This opportunity allows for students to speak to and hear from colleges and learn more about expectations of the application and acceptance process. We also utilize offerings of IHL's to provide summer opportunities for students. We help support Career Exploration Summer Camp opportunities for middle and high school students provided through the Career and Technical Education (CTE) Department. The CTE Department provides opportunities to explore local businesses. Business and industry partners work closely with high schools to provide internship opportunities as well as field trip experiences. Local businesses work with the Gifted Learning Department to provide judges for enrichment events and in some instances needed materials.

The Gifted Learning Department Director attends monthly meetings with the Statesville Chamber of Commerce and Education Workforce Team to help support communication between Iredell-Statesville Schools and local business. These meetings are structured around building partnerships

to support STEM/STEAM education and build a stronger workforce for Statesville businesses. In return local businesses support STEM and STEAM initiatives such as Science Fair, Math Expo and Robotics through funding and judging.

The Gifted Learning Department Director works side by side with the North Carolina Advanced Placement Partnership and College Board to provide Advanced Placement support to all teachers in the county. Teachers have access to resources provided from these agencies for continuous instructional support. Rigor walks are made available to AP classroom teachers to help increase rigor within the classroom. Teachers are invited to participate in regional trainings and summer institutes.

*** Practice C**

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

The Gifted Learning Department of Iredell-Statesville Schools provides AIG Area Advisory meeting opportunities at least three times a year. These meeting opportunities are open to all students, parents, teachers, counselors, principals, district administration, community members and leaders. Their stakeholder feedback provides direction in development of the Local AIG Plan and I-SS policies regarding gifted learners. The Advisory reviews district data, learns about research based best practices, discusses community partnerships, and helps discuss solutions to issues that may arise. The AIG Area Advisory meeting dates are established by August of each new school year. Information regarding the AIG Area Advisory meeting dates and how to attend are readily available through the I-SS AIG website, department Facebook page and shared out prior to each meeting through PeachJar communication. These meeting dates are also shared with every school AIG Coordinator as well as cluster teachers. The Director of Gifted Learning facilitates the AIG Advisory Board and provides a specific agenda with minutes to help keep all team members engaged. The Differentiation Specialists and Gifted Learning Department Administrative Assistant also attend these meetings and assist in keeping the meetings productive and engaging. Next steps are captured at each meeting and help guide the agendas for future meetings.

The AIG Area Advisory are provided with copies of the Local AIG Plan as well as state feedback on the plan. The group spends time reviewing state feedback, stakeholder survey data, enrichment activity participation data, identification data and other applicable information to help guide in decision making. Transparency is provided by the Gifted Learning Department to the Area Advisory to assist in making well informed decisions and gain better input. The Area Advisory also receives information to help them better understand the NC Gifted Standards and needs that are unique to our county. They are kept updated of NC policy changes and mandates that impact advanced and gifted learners. The Area Advisory meetings are held every year and have assisted with addressing topics such as building better partnerships with businesses and parents, recognizing equity across all of our schools, rewriting the Department mission, vision and developing core values, addressing acceleration issues and improvement needed across schools, creating better flexible grouping opportunities in all of our schools and new enrichment offering possibilities across the district.

*** Practice D**

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

- Local AIG Plan
- Local AIG program services

- Policies and procedures relating to advanced learning and gifted education
- Ways to access advanced learning opportunities

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

The Iredell-Statesville Schools Gifted Learning Department shares the Local AIG Plan annually through events such as "It's Happening Here," online webinar for elementary, Learn and Lead session for secondary, and online recording posted through the department webpage. All parents and guardians are invited to attend any of these sessions through districtwide communication. The event will be posted on the district webpage, Facebook page and in PeachJar reminders. Access to the recording remains available all year through the webpage.

Local AIG program services are shared through our Parent Guide. The guidebook is always available on the Gifted Department webpage and is offered in both English and Spanish. The Guide is intended to be written in parent-friendly language that explains identification processes, services available as well as learning opportunities sponsored by the Gifted Learning Department. Policies impacting gifted learners are also located in the guidebook and on the website. Through visiting the website parents can learn more information about Credit by Demonstrated Mastery and Career and College Promise opportunities as well as the guidelines behind them. The website also explains Article 9B, the North Carolina Gifted Standards as well as aptitude testing. Parents can locate frequently asked questions as well as opportunities available through "Learn and Lead" sessions.

Iredell-Statesville Schools Gifted Learning Department sponsors a variety of learning opportunities for students. All events and opportunities are posted on the I-SS district website, as well as, the Gifted Department webpage. Events are announced through the Department Facebook page. The website and Facebook page also provide contact information so that questions can be asked. The Department asks each school site to have an enrichment coordinator to serve as lead over specific opportunities such as Science Fair, Math Expo, Odyssey of the Mind, Robotics, Spelling Bee, Chess, North Carolina Governor's School and other scholastic opportunities. These school-level enrichment coordinators are used to disperse specific information to their local school communities. The school-level coordinator receives information at training meetings to assist them with their communication. The Department works to also provide written communication through specific invitations, flyers, and newsletters prior to specific events and opportunities. This written communication is shared with parents and families through districtwide communication such as PeachJar, Facebook and the quarterly newsletter. Phone call reminders are also used to notify parents and families as well as the community of upcoming events.

Summer offerings are available to all students in the system through the Gifted Learning Department. These opportunities are advertised starting in March-April. Camps are advertised through the Department newsletter, district website and Facebook page. Communication is also sent via individual school communication. Online registration and online payment system are used to maintain accurate records. The Department will communicate through email with all parents who register for camp regarding specific details.

The Gifted Department Quarterly Newsletter shares with all families in our district upcoming events and celebrations. The newsletter is a great place to keep parents aware of upcoming enrichment and academic opportunities.

All AIG identification documents are translated into Spanish and are readily available. A Spanish interpreter and sign language translator are

made available as needed at district level events. The AIG Department also works with specific schools to meet this need for individual school enrichment opportunities upon request.

*** Ideas for Strengthening the Standard**

The I-SS Gifted Learning Department will continue to foster partnerships during the 2025-2028 school years. Partnerships with all stakeholders are an excellent way to increase knowledge and understanding regarding the unique needs of gifted learners. The Department would like to build on the relationship with the Statesville Chamber of Commerce and Education Workforce to broaden community support and partnerships.

The Department will continue to build a stronger Facebook presence to help communicate events and happenings and build a stronger community connection.

Iredell-Statesville Schools Gifted Learning Department acknowledges and shares the "Promising Practices" aligned to this standard:
-I-SS AIG Department working to build business partnerships for assistance in our enrichment events by partnering with the Statesville Chamber of Commerce.

-Learn and Lead series has established partnerships with NC College Board, NCSSM, Iredell County Library, DPI, as well as other departments within the district.

Planned Sources of Evidence

* AIG Advisory Team agenda/minutes
* Board of Education memos/meeting minutes
* Social media postings
* Quarterly newsletters

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

Standard 6: Program Accountability

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

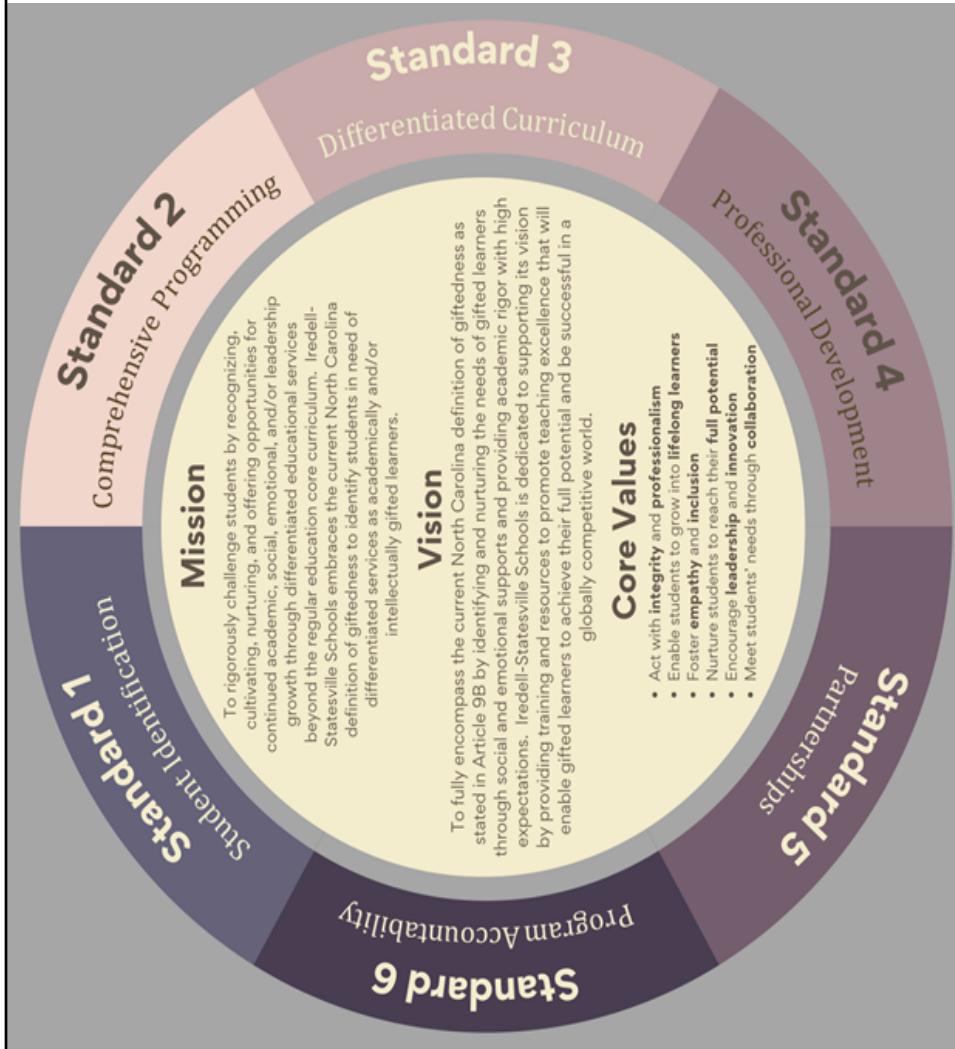
*** Practice A**

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

The Iredell-Statesville Schools Local AIG Plan addresses all six standards outlined by the state of North Carolina. The AIG Area Advisory gave careful consideration to the expectations set forth by the state in regards to equity and excellence and providing access to all student populations. The 2025-2028 Local AIG Plan is aligned to the vision and mission of the Gifted Learning Department as well as Article 9B.

Iredell-Statesville Schools utilized multiple approaches to gain feedback into the creation of the the 2025-28 Local AIG Plan. During the month of October, 2024 key stakeholders participated in an online survey that reached out to parents, teachers, students and Iredell-Statesville Schools administrators. The questions in the survey aligned to the NC AIG Program Standards and Practices and each group received a differentiated survey aligned specifically to their role. The survey gathered feedback relating to the perceived effectiveness of Iredell-Statesville Schools delivery of these standards and practices. We received 684 responses to this survey from parents and community. We also received feedback from 32 school administrators and 200 teachers. The student responses were profound, receiving a total of 1,658 responses from students 4th-12th grade. The survey was communicated through email, phone, website, administrator updates and school assigned Differentiation Specialists. Throughout the district we received a total of 2,574 responses.

During the 2024-2025 school Iredell-Statesville Schools hosted three AIG Area Advisory meeting opportunities. Invited to these sessions were principals, assistant principals, district leadership, Differentiation Specialist, parents, certified staff, classified staff, students and community members. This group worked diligently to review and analyze feedback received from the state on our previous 2022-2025 plan. The group provided input into needed areas of improvement specific to teacher recruitment, acceleration for students and flexible grouping opportunities for the classroom. The group also revisited our vision, mission statements and provided input into core value development allowing us to create a new implementation graphic for our Department outlining our commitment to providing quality services.



The Gifted Learning Director and Department Differentiation Specialists met with principals, Instructional Facilitators, AIG Cluster Teachers and AIG School Coordinators throughout the past three school years to convey expectations for identification and services of gifted students and implement a more collaborative co-teaching approach to gifted services. Training has been provided on the importance of appropriate cluster grouping, effective co-teaching practices and using data to drive decisions for gifted students. These training opportunities allowed for feedback, sharing and answering questions to help build communication and clarity of expectations throughout the district. We will continue to focus on effective clustering practices, co-teaching supports as well as pulling data into decision making in regards to meeting the instructional needs of advanced learners. We will work to isolate specific schools where advanced learners are not demonstrating academic growth and provide additional instructional support. We have become more aware of a need for building a stronger understanding of acceleration as an effective, research based best practice for meeting the needs of gifted students.

As of fall 2024 Iredell-Statesville Schools serves 2,244 gifted students K-12. This represents 11% of our total student population. We have

increased identification by 300 students since 2022. The focus of Iredell-Statesville Schools is to work collaboratively with all stakeholders to meet the individualized needs of these unique learners, monitored through the use of rigorous and relevant instruction, documented through a Differentiated Education Plan. Iredell-Statesville Schools wants every child to have a "passion for learning" and a desire to reach their highest potential! I-SS believes all learners deserve a caring, safe learning environment to grow, explore, and learn, in order to build college and career ready students!

A final draft was presented to the Iredell-Statesville School Board on April 7th, 2025 with a final vote on May 12th, 2025. Following approval from the board the Local AIG Plan was submitted to the state meeting the requirements of Article 9B.

*** 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.

The Gifted Learning Director, Differentiation Specialist, AIG School Coordinators, school-based GPS Teams, and AIG Area Advisory work together to hold each other accountable and to ensure fidelity of implementation of the I-SS board approved Local AIG Plan. The Gifted Learning Director and Differentiation Specialists meet quarterly with the AIG Coordinators to disseminate information and solicit feedback. Data shared with the school-based coordinators includes folder audit data, portfolio results data, CogAT data, screening list data, and alternative pathway data. Differentiation Specialists help coordinators analyze this data and understand its implications for school-level programming.

Folder audit data is a measurement used to indicate the fidelity of the identification and services being provided at each school. Folder audits are performed at least three times a year for secondary and monthly for elementary. These data sources are also shared with school-based leaders and trainings are offered in regarding using CogAT data to drive instruction and using alternative pathways to identify underserved populations.

The Gifted Learning Department Director monitors identification of underserved populations regularly based on fall and spring headcounts. This data is reviewed with AIG Area Advisory and AIG Coordinators to reflect how well alternative pathways are working to increase identification in underserved populations. Schools that are demonstrating strong need are provided nurturing programs to help increase the readiness of K-2 students for possible future gifted identification.

Students, parents, teachers, and school administrators are surveyed prior to each new plan submission to obtain feedback for program improvement. Stakeholders complete a Google form survey where results are compiled into a spreadsheet and chart or graph for easy analysis. Survey questions align specifically to the NC AIG Program Standards and the AIG Area Advisory reviews results to make decisions on future local AIG Plans. The Google form process allows for delivery of a differentiated survey based on the role of each participant. The local AIG Plan is revised every three years by the Gifted Learning Department and AIG Area Advisory based on stakeholder feedback and posted on our AIG website. The assigned school Differentiation Specialist surveys specific teachers who work with gifted students, parents of identified students and principals at least twice a year to gain feedback specific to their schools and plan implementation.

Each school has an AIG Coordinator and is expected to host regular GPS Team meetings at each school. GPS Teams are responsible for monitoring the delivery of DEPs within their school and reviewing delivery at monthly GPS team meetings. GPS Teams also review the overall

performance data of AIG students in their school. Reflection and next steps are discussed based on the data. GPS Teams are required to submit monthly meeting minutes to the Director of Gifted Learning by the last day of each month.

The AIG Department meets weekly in Department PLC and reviews the implementation of the Plan as part of our weekly agenda. Time is always devoted to specific issues and/or concerns with the current Plan implementation. Data regarding school monthly GPS meetings, AIG School Coordinator needs, subject advancing student performance and identification paperwork submissions are discussed weekly. Issues that require awareness of higher district leadership or other departments are communicated by the Director of Gifted Learning through Curriculum Department meetings.

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

The Director of Gifted Learning presents budget needs and requests annually to the Chief Financial Officer. The budget requests informs the funding needs of the AIG Department aligned with delivery of services and professional development offerings. The budget consists of current spending as well as areas of expansion for both positions, training and resources. The Chief Financial Officer has the final approval regarding the budget requests.

The Gifted Learning Director, with the Chief Financial Officer monitor state funds to provide AIG Program services according to state policies. State and local funding dollars are used to support pay of AIG-licensed or PAC-certified teachers, summer enrichment camps, IB training, AP training, resource room materials, enrichment opportunities, North Carolina Governor's School, North Carolina Association for Scholastic Activities (NCASA) and other educational opportunities. The Chief Financial Officer takes forward the budget for Board of Education acknowledgement.

The Gifted Learning Department has a standing agenda item on the Department meeting agenda regarding budget updates and/or needs each week. This discussion allows for time to communicate concerns with budget or instructional needs that might be appearing within the schools to better support extension, enrichment and acceleration for gifted students.

* **Practice D**
Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.
Iredell-Statesville Schools analyzes achievement, growth, and drop-out data at both school and district levels. School-based GPS Teams look specifically at the performance data of AIG students at each school. The school-level GPS team works to share this data through appropriate school communication and determine best next steps. School GPS Teams monitor individual students for academic growth and provide collaboration with teachers that have identified students. Differentiation Specialists support the work of the AIG Coordinators and GPS Teams at each school by providing strategies and resources that are available through the ADR Resource Room to help support instructional needs of identified students. Differentiation Specialist review data with classroom teachers of identified students at the elementary level and use this data to guide flexible grouping decisions.

District personnel review the data achievement, growth and drop-out data during beginning-of-year and mid-year data review. All schools are represented during this data review with the support of district administration to help discuss data and best next steps. Each school site holds their own data days where Differentiation Specialists, Content Coaches, Program Specialists and Instructional Facilitators can attend. School staff work in collaboration with Specialists to help address specific student needs and determine best practice approaches within the MTSS model.

The Director of Gifted Learning reviews data of schools and will provide additional support and coaching as needed. Meetings with the school site AIG Coordinator, principal, Differentiation Specialist, and Director of Gifted Learning are often held to troubleshoot areas of need and brainstorm solutions at specific school locations. The Gifted Learning Department provides resources and additional support when data indicates the need.

*** Practice E**

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

The Gifted Learning Director monitors each headcount report from fall and spring to determine overall identification numbers in each represented subgroup. Underserved populations are monitored and schools with low numbers of identified students are provided nurturing programs. Data is shared regularly with the Differentiation Specialists and the Chief Academic Officers for Elementary and Secondary schools.

Screening lists are maintained for every school with data indicators for students. Students who are not meeting expected outcomes on achievement and ability data are provided alternative pathways for possible identification. The screening lists are available at each school site and the AIG School Coordinator and principal have access. Differentiation Specialists also have access to school screening lists. Every student is screened in third grade with the CogAT. Schools are advised on how to use CogAT scores for nurturing and instructional purposes. Nonverbal scores of 96% or higher are used as a possible indicator for ELL students. These students are offered an additional alternative pathway toward possible identification.

Attendance data for second grade nurturing groups is monitored and maintained. These students have learner profile information that is utilized to guide instruction and provide access to the nurturing program and talent development.

Students who are identified gifted and are members of underserved populations have data monitored through school level Data Days and MTSS processes. The schools use NC Check-In Data, iReady data, classroom assessments to determine their overall academic performance. This data can be used to communicate academic needs to a Differentiation Specialist who can help provide instructional support.

*** Practice F**

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

All teachers who are working with AIG-identified learners (K-12) in core subjects, must be AIG certified, be working on AIG add-on licensure, have completed the local AIG Professional Achievement Certification (PAC) Courses or be working to complete the Local AIG PAC Courses. Ideally, every teacher who works with a gifted student would be trained in gifted best practices as mentioned above, but the first priority is to train elementary AIG cluster classroom teachers and core content area teachers at the middle and high schools. Additionally, other teachers and staff members are strongly encouraged to pursue AIG specific professional development. Differentiation Specialists are also required to have state AIG licensure. The Specialists work directly to identify, support, teach, and monitor the progress of AIG students at the elementary level and coach teachers and other staff throughout the district. The Gifted Learning Department maintains documentation of teacher progress in meeting these requirements through an ongoing spreadsheet. This documentation is shared annually with principals, the Finance Department and the Human Resources Department to assist with scheduling of teachers and AIG identified students.

*** Practice G**

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

The Iredell-Statesville Schools' Gifted Learning Department uses an AIG Area Advisory composed of representation reflecting the diversity of all stakeholders involved with gifted learning. Members from the community, parents of AIG students, school counselors, principals, assistant principals, the Gifted Learning Director and Differentiation Specialists come together to collaboratively share feedback regarding I-SS gifted students. The Advisory meets at least three times a year. Tools for feedback are often used at these meetings to include force field analysis, small group reporting, plus delta and other continuous improvement models. Use of a specific agenda and minutes assist with follow-through of next steps.

We provide regular opportunities for students, parents, principals, and other staff to provide feedback about Gifted Learning Department processes, etc. AIG School Coordinators invite students to participate in student survey prior to the revision of the Local AIG Plan. Parents and I-SS staff are invited to participate in an online survey through Google forms prior to the revision of the Local Plan. The survey is shared through the I-SS website, AIG Department webpage, PeachJar, and the quarterly newsletter. The survey is active for one month and questions align to the NC Gifted Standards. Results are provided through a spreadsheet, chart/graph for easy analysis by the AIG Area Advisory.

The assigned school Differentiation Specialist surveys specific teachers who work with gifted students, parents of identified students and principals at least twice a year to gain feedback specific to their schools and plan implementation. This feedback is reviewed by the assigned Specialists and shared with the Director of Gifted Learning during PLC meetings and or discussed during the Specialists evaluation meeting three times a year.

The Gifted Department communicates happenings four times a year with the Department Newsletter. As part of the newsletter contact information is shared with an invitation to reach out regarding questions, comments or concerns. The Department also invites feedback and community interaction through our Facebook page. This page is monitored weekly to check for comments or questions.

Regular meetings with AIG School Coordinators, cluster teachers and GPS teams allows for feedback to be communicated back to the department. These meetings maintain documented minutes as well as action steps needed. Principals and/or assistant principals are invited to

participate in the school GPS teams to gain knowledge of information pertaining to gifted learners in their buildings. The Director of Gifted Learning also attends school GPS meetings when requested to hear and listen to concerns or address questions. The Director will also be present for AIG Coordinator meetings and cluster teacher meetings when possible to increase visibility and allow for time to address concerns and questions.

Other forms of feedback collection include informal phone calls and emails with stakeholders. Schools also deliver a yearly Climate Survey to all parents and students. These results are shared with the Gifted Learning Director for review to determine any possible next steps needed by the Gifted Department. The Climate Survey is a multiple choice survey taken online. Questions regarding rigor and differentiation clearly align to the work of the Gifted Learning Department. The Department will also issue a Google Form survey on an as needed basis when feedback is needed from a specific stakeholder group on a specific topic. Examples of information collected through these types of surveys are professional development needs, resource materials needed, DEP deployment and equity and excellence within our schools.

* **Practice H**

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

Iredell-Statesville Schools maintains multiple data indicators to help guide the revision of the Local AIG Plan and determine its effectiveness. These data sources are reviewed regularly through weekly PLC meetings by the Gifted Learning Department. The Department maintains notes through a Google Drive document during the off years to keep records for Plan revision. This data is also reviewed by the Gifted Learning Director with appropriate stakeholder groups which may include AIG Coordinators, Differentiation Specialists, AIG Administrative Assistant, principals, counselors, Instructional Facilitators, Content Coaches and AIG Area Advisory. The Department is transparent with all data, but will maintain confidentiality and protection of individual student rights.

Evaluation data sources include but are not limited to:

- School Folder Audit Data
- Fall Headcount
- Spring Headcount
- CogAT Results
- Alternative Pathway Identification Results
- DEP Completion Fidelity Data
- Professional Development Attendance
- Professional Development Graduation
- AIG Student Achievement and Growth Data
- AIG Drop-out/Graduation
- Percentage of Gifted Students Taking AP, IB, Honors...
- Percentage of participation in Enrichment Activities
- Nurturing Program Observations
- Resource Room Check-Out Data

- Survey Data from Key Stakeholders
- Enrichment Participation Data
- Nurturing Program Attendance Data and Identification Data

*** Practice I**

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

Once a student is initially identified parents and/or guardians receive an invitation from the school AIG Coordinator to attend a meeting to discuss gifted identification placement at all levels K-12. During the meeting identification data is reviewed and identification is shared in regard to AI, AG, AR, AM or IG. The AIG 2 form that acknowledges a student's identification data is reviewed. This same form also acknowledges the level of service that will be provided. The level of service is defined for the parent as Level I, Level II, Level III or Level IV based on the data used for identification. Parent and/or guardian, school level AIG Coordinator, GPS Team member, principal and school level Differentiation Specialists all sign the AIG 2 indicating a meeting was held and the parent is providing consent for identification and services. After a parent/guardian completes the identification and service meeting a copy of the AIG 2 is sent to the Gifted Department Director for data entry into PowerSchool. A waiver form or AIG 9a is available for a parent who may want identification for their student but wants to opt out of a level I or II specific service. A 9a waiver is only good for one year and must be revisited with a parent to determine if a new one is needed. A waiver form, AIG 9b, is used specifically to waive the level III or IV service of subject or grade advancement. The AIG 9b is signed once and remains in effect unless a parent/guardian asks for the student to be reviewed again to receive subject or grade advancement.

A screening list for each school is maintained with identified gifted student data as well as students who are being watched for possible identification. The screening list is shared between the school level AIG Coordinator, Differentiation Specialists and Gifted Department Director. The screening list provides data on aptitude testing, achievement testing, alternative pathways and final grades (6-12). The data serves as indicators for when students need to be reassessed for possible identification in an additional area or a change in level of service. Parents are sent a permission to test form and consent is provided before a student is assessed.

Parents of AIG students sign the Procedure to Resolve Disagreement Form (AIG 5) when their child is identified as a gifted learner that outlines the policies and procedures for parents in the event they disagree with AIG services. Parents are provided a copy of this form and the original is kept in the student's AIG folder. For the 2025-2028 AIG plan year, parents will continue to be provided an AIG Parent Guide when their child is identified to ensure knowledge of AIG Plan identification practices are shared at those meetings including: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedure to resolve disagreements.

Parents/guardians receive the following information about the Procedure to Disagree:

1. The parent should begin at the school level to resolve issues.
2. If concerns are not resolved, the parent may request in writing to meet with the Differentiation Specialist (elementary) and/or school site principal to review the disagreement.

3. If resolution has not been obtained, the parent or principal may make a written request for a review of the written disagreement by the Chief Academic Office for Elementary or Secondary
4. If resolution has not been obtained, the parent, principal, or Director of Gifted Learning may make a written request for a review of the written disagreement by the Chief Academic Office for Elementary or Secondary
5. If resolution has not been obtained, the written disagreement may be reviewed by the Superintendent and/or local Board of Education.
6. If resolution still has not been achieved, the parent has the right to petition an Administrative Law judge for a contested case hearing. The review (in writing) shall be limited to whether the LEA failed to identify the child as an academically or intellectually gifted student, or whether the local AIG Plan has been implemented appropriately with regard to educational services provided to the child. This decision is final. Attorney's fees are not available to parents in the event that they prevail in a due process hearing.

Students who transfer into the district with prior gifted identification remain gifted in I-SS. The district maintains a Google Form with all school level data managers. When a student registers with the school that had current gifted identification the form is completed and alerts the school Differentiation Specialist and Gifted Department Director. The AIG School Coordinator is notified that a meeting should be held and the student's paperwork should be transferred to our paperwork. Once the AIG 2 is completed for identification and services a copy is sent to the Gifted Department Director for entry into Infinite Campus.

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*** Ideas for Strengthening the Standard**

The Gifted Learning Department will work more closely with AIG School Coordinators to bring school level AIG performance data to the meetings. The coordinators will work with school level GPS Teams to determine next steps in response to the performance data, especially students of underserved populations. Schools will be asked to look more closely at the growth of their AIG-identified students and determine next steps. GPS minutes will be more closely monitored for those identified next steps. Ensuring that data is reported frequently on the AIG website is needed to increase opportunities for all stakeholders to have access to the information. A tab for data will be added and the Gifted Learning Department Director and Differentiation Specialists will monitor the updating of the page.

Iredell-Statesville Schools Gifted Learning Department acknowledges and shares the "Promising Practices" aligned to this standard:

- All elementary schools have a folder audit process and regularly audit folders at GPS Team meetings
- Third Creek Elementary's principal regularly attends GPS Team meetings to support this group and show the importance she places on the work of this group. She not only attends meetings, but also actively participates in the work of the group (following-up with teachers if needed, filing CogAT scores in cumulative folders)!
- Cool Spring Elementary principal or Instructional Facilitator regularly attend GPS Team meetings to support this group and show the importance the administration places on the work of this group
- Shepherd has a great team of teachers for the GPS Team - one from each grade level - to support student learning.
- Secondary schools have folder audits twice a year in order to maintain accurate records.

- Secondary schools have access to a universal screening list in order to “watch” current and potential AIG students.
- Secondary school DEP’s are monitored throughout the year
- Graduating seniors who successfully complete the DEP receive a cord at graduation ceremonies.

Planned Sources of Evidence

* AIG Local Plan Approved by I-SS School Board								
* AIG Folder Audit Results								
* AIG Director Calendar Documenting Random Folder Checks for secondary								
* Principal Meeting Agendas								
* Principal Updates								
* AIG Funding Usage Documentation								
* AIG Flyers with Data								
* Spreadsheet of Personnel Credentials Related to AIG								
* AIG Advisory Team Agendas/Minutes								
* School Folder Audit Data								
* CogAT Results								

* Headcount Data

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

Iredell-Statesville Schools (490) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

05/12/2025 

AIG Related Documents		
Iredell-Statesville Schools (490) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0		
Type	Required Documents Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 Local Plan BOE 2025 Vote
Type	Optional Documents Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	 AIG Standard 1 Additional Resources  AIG Standard 1 Additional Resources
AIG Standard 2 Additional Resources	N/A	 AIG Standard 2 Additional Resources  AIG Standard 2 Additional Resources  AIG Standard 2 Additional Resources  AIG Standard 2 Additional Resources  AIG Standard 2 Additional Resources
AIG Standard 3 Additional Resources	N/A	 AIG Standard 3 Additional Resources
AIG Standard 4 Additional Resources	N/A	 AIG Standard 4 Additional Resources  AIG Standard 4 Additional Resources
AIG Standard 5 Additional Resources	N/A	 AIG Standard 5 Additional Resources
AIG Standard 6 Additional Resources	N/A	 AIG Standard 6 Additional Resources  AIG Standard 6 Additional Resources

Glossary

Iredell-Statesville Schools (490) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition
Ability Test	A standardized assessment used to evaluate the current performance of a person in some defined domain of cognitive, psychomotor, or physical functioning. It is not content oriented (Riverside Publishing Company)
Academically and/or Intellectually Gifted (AIG)	Academically or intellectually gifted (AIG) students perform or Intellectually Gifted (AIG) show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences or environment as outlined in Article 9B (N.C.G.S 115-150.5). Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields
Acceleration	A flexible pacing strategy which places students at an appropriate instructional level (regardless of age)
Accountability	Holding students, teachers, administrators, and other school personnel responsible for instructional outcomes
Achievement Test	A test that measures what students have learned or have been taught in a specific content area relative to the expected achievement of average students. It does not gauge potential
Advanced Placement (AP)	A program developed by the College Board wherein high schools offer courses that meet criteria established by institutions of higher education. In many instances, college credit may be earned with the successful completion of an AP exam in specific content areas
AIG Advisory	Cross-district representational team which meets multiple times a year to determine AIG progress and gap areas based on the AIG Local Plan
Aptitude Test	K-12 assessment designed to measure students' learned reasoning abilities in the three areas most linked to academic success in school: Verbal, Quantitative and Nonverbal
Asynchrony	A term used to describe disparate rates of intellectual, emotional, and physical rates of growth or development often displayed by gifted children
At-risk	A term used to describe students whose economic, physical, emotional or academic needs go unmet or serve as barriers to talent recognition or development, thus putting them in danger of underachieving or dropping out
Audit	A process by which accountability of AIG records and information is checked for accuracy through random sampling
Baseline Test	A series of questions, problems, or physical responses designed to determine knowledge, intelligence, or ability
Blended Learning	An approach that combines technology with traditional instruction to provide teachers and students opportunity, resources, and time for differentiated small group instruction and individualized learning.
BOE	Board of Education

Cluster Grouping	The practice of placing groups of 6-8 AIG students together in the same appropriate grade level mixed ability classroom with a teacher knowledgeable in meeting the needs of gifted students
Cognitive Abilities Test (CogAT)	A nationally-normed test that measures a student's general abstract reasoning abilities and the capacity to acquire and apply these abilities to cognitive tasks. The test includes verbal, quantitative, and nonverbal components appraising inductive and deductive reasoning
Collaboration	Cooperative efforts between classroom teachers and Differentiation Specialists to meet the needs of gifted students by using elements of differentiation and various grouping strategies
Complexity	The element of differentiation which encourages complex and critical thinking
Compliance	The structure and monitoring of the AIG program based on the North Carolina Academically or Intellectually Gifted Program Standards
Consultation	Planning in which the Differentiation Specialist suggests curriculum, materials, and strategies for use with advanced learners
Convergent Thinking	Thinking which results in conventional solutions and answers or conformity
Creativity	The process of developing new, uncommon, or unique ideas. The federal definition of giftedness identifies creativity as a specific component of giftedness
Credit by demonstrated Mastery (CDM)	The process by which LEAs shall, based upon a body-of-evidence, award a student credit for a particular course without requiring the student to complete classroom instruction for a certain amount of seat time
Critical Thinking	The higher order thinking skill of applying logic in order to reduce ambiguity and lead to understanding of complex problems or ideas
Curriculum Compacting	Adaptation of the regular curriculum to meet the needs of advanced students by eliminating assignments that include objectives the student has already mastered or condensing work that may be mastered at a pace more appropriate for the student's ability level
Depth and Complexity	Activities that encourage deeper thinking and allow students to draw connections across the curriculum
Differentiated Education Plan (DEP)	A plan for gifted students, reviewed at least annually, outlining program service options, content modifications, enrichment opportunities, and other special factors that best meets the needs of each student
Differentiated Instruction	Modification of instructional strategies, content complexity, and assignments to meet the individual needs of students
Differentiation Specialist	AIG certified teacher who supports classroom teachers and students on a regular basis to help modify curriculum to meet needs of AIG students through planning, resources, and professional development
Divergent Thinking	Thinking which results in novel, unique, or creative solutions or answers to a problem
Depth of Knowledge (DOK)	Depth of knowledge designates how deeply students must know, understand, and be aware of what they are learning in order to attain and explain answers, outcomes, results, and solutions. -Erik M. Francis
Dual Enrollment	High school students taking college courses, middle school students taking high school courses, or elementary students taking middle school courses

Enrichment	Learning activities intended to appeal to a student's special interests and/or support their social/emotional well being. These activities enhance a student's talent development through both creativity and academic exploration moving the student outside and beyond the existing curriculum standards.
EOG or EOC	North Carolina End-of-Grade test; North Carolina End-of-Course test
English Language Learners (ELL)	English Language Learners are students who are learning English as a new language
Flexible Grouping	An instructional strategy where students are grouped together to receive appropriately challenging instruction. True flexible grouping permits students to move in and out of various grouping patterns, depending on the course content. Grouping can be determined by ability and/or interest.
Gifted Processes and Support Team (GPS)	Team is designated at each school and is responsible for identifying AIG or potentially AIG students as well as ensuring the delivery of appropriate services
Grade Advancement	Students who advance to the next grade level for the school day in all subject areas once criteria is met
Higher Order Thinking Skills	Activities and questions that use analysis, synthesis, and evaluation to encourage thinking processes at the highest level
Honors Course	Advanced courses with an accelerated and challenging curriculum provided by the middle or high school
Independent Study	A self-directed learning strategy where the teacher acts as guide or facilitator and the student plays a more active role in designing and managing his or her own learning
Instructional Facilitator	An educator assigned to a school who supports, monitors, and coaches teachers to best meet the needs of all learners
Intelligence	The ability to acquire and apply knowledge
Interdisciplinary Curriculum	The blending of content for two or more academic areas or disciplines
International Baccalaureate (IB)	The IB program in I-SS prepares students to develop intellectual, personal, emotional, and social skills needed for life, learning, and work by examining big ideas across disciplines through a global perspective.
Iowa Acceleration Scale (IAS)	An assessment designed to be used as a guide in meetings to discuss the strengths and potential difficulties for a child being considered for acceleration, which uses information from many sources including ability, aptitude, achievement test scores, school history, relationships and attitudes, and any additional factors that influence the decision to accelerate.
Intellectually Gifted (IG)	Intellectually Gifted students show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences or environment as outlined in Article 9B (N.C.G.S 115-150.5) in the area of aptitude when measured by a normed abilities test.
I-SS LEA	Iredell-Statesville Schools-Local Educational Agency
Learning Contract	Agreement between student and teacher that outlines content to be learned and presentation options
Learning Styles	Preferred way(s) in which individuals interact or process new information across the three domains of learning identified in the taxonomy of educational objectives: cognitive (knowledge), psychomotor (skills) and affective (attitude). An individual's preferred learning style is how he/she learns best.

Learning Management System (LMS)	Software application for the administration, documentation tracking, reporting and delivery of electronic educational material
Mentor	A tutor or coach who provides education and/or emotional support in an area of expertise
MTSS	Multiple Tiered Systems of Support used to refer to the leveling of interventions and enrichment to meet the individual learning needs of a student
North Carolina Standard Course of Study (NCSCC)	The state curriculum taught in North Carolina public schools
Nurture	To support and encourage students with high academic potential
Portfolio	A specific collection of work samples which profile the student's ability in math and/or reading
Infinite Campus	A centrally accessed data information portal where data is stored electronically and reported in a safe, secure manner
Professional Learning Community (PLC)	A group of educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators
Problem Based Learning (PBL)	Enrichment or extension units that focus on a problem, incorporating research skills, group dynamics, problem solving, and operating like a practicing professional in related fields
Rubric	A rubric is a chart composed of criteria for evaluation and levels of fulfillment of those criteria. A rubric allows for standardized evaluation according to specific criteria, making grading simpler and more transparent.
Scales for Identifying Gifted Students (SIGS)	A comprehensive, observational instrument used for identifying gifted students ages 5-18; SIGS must be used as part of a comprehensive process for identifying gifted children; SIGS is a standardized, norm-referenced instrument that can be completed by teachers or parents and provides an observational look at the characteristics and learner profile of the child when compared to other peers within that child's same age
Slocumb-Payne Teacher Perception Inventory	Teachers rate a student on a scale of 1 to 4 looking at both positive and negative traits of a gifted learner; these ratings are teacher perceptions and can be used to describe a child's learning behavior; this perception inventory is most often used to assist in the identification of underrepresented populations
Social Emotional Learning (SEL)	Curriculum that addresses the unique affective needs of gifted students; gifted and talented students may have affective needs that include heightened or unusual sensitivity to self-awareness, emotions, and expectations of themselves or others, and a sense of justice, moral judgment, or altruism. Counselors working in this area may address issues such as perfectionism, depression, underachievement, or career planning
Socratic Seminar	Increased understanding of ideas by means of Socratic questioning using active participation in group discussion in order to generate articulate, justify and clarify the student's own ideas
Subject Advancing	Students who advance to the next grade level for a subject once criteria is met
Tiered Assignment	A differentiated instructional strategy in which students all work toward the same goal, but activities are geared toward each student's level of understanding
Twice Exceptional	A term used to describe a student that is both gifted and disabled; these students may also be referred to as having dual exceptionalities

Underachievement	A term used to describe the discrepancy between a student's performance and the potential or ability to perform at a much higher level
Underrepresented Populations	Groups of students not traditionally identified by standard measurements who may show gifted characteristics
Universal Talented and Gifted Screener (UTAGS)	Teacher rating scale used to screen and support possible gifted identification of students in cognition, leadership, literacy, math, science that includes specific considerations of twice-exceptional and cultural diversity. UTAGS should be used within a comprehensive identification program
Virtual Iredell-Statesville Schools (VISS)	Virtual courses offered to students in Iredell-Statesville Schools that can include courses created and taught by I-SS teacher's, courses through North Carolina Virtual Public School, courses using Edgenuity, or Edmentum; courses are fully online and can be used for acceleration, meeting core requirements, or recovering credit