Iredell-Statesville Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). 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 aligned to NC’s AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. 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 comment.

For 2022-2025, the Iredell-Statesville Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

The vision of the Iredell-Statesville Schools Academically or Intellectually Gifted Program is to fully support the current North Carolina definition of giftedness as stated in Article 9B (located below) by identifying gifted learners, nurturing the needs of gifted learners and providing academic rigor with high
expectations for gifted learners. Iredell-Statesville Schools is dedicated to supporting its vision by providing training, support, and resources to promote teaching excellence that will enable gifted learners to achieve their 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, and/or emotional 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.

Iredell-Statesville Schools gratefully acknowledges the many stakeholders, including Differentiation Specialists, Instructional Facilitators, Content Coaches, counselors, AIG Advisory Board members, AIG School Coordinators, community members, principals, teachers, parents, district personnel, and Board of Education, who contributed to the development of the 2022-25 Local Plan for Gifted Education.

Gifted Learning Director:
Mrs. Kelly Hinson
Differentiation Specialists:
Mrs. Erin Robertson Doss
Mrs. Christina Zanotti
Mrs. Carol Millsaps
Ms. Anne Jordan
Mrs. Debbie Dearman

AIG Advisory Board:
Ms. Cristi Cooney-Parent
Ms. Cheryl Fuller-Teacher
Mrs. Jennifer Dalton-Assistant Principal
Mr. Jonathan Ribbeck-Executive Director Elementary Education
Mrs. Kelly Cooper-Executive Director of Secondary Education
Mrs. Keeley Ward-Principal
Mrs. Kristie Franco-Principal
Dr. Mary Anne Karriker-Retired Executive Director of Elementary Education (I-SS)
Mrs. Olivia Atchley-Teacher
Ms. Stephanie Harris-ELA Content Coach
Mrs. Vanessa Estes-AIG Administrative Assistant
Mr. Hunter Tharpe-Teacher
Mr. Nicholas Allen-Assistant Principal
Mrs. Kathleen Zurich-Teacher
Mrs. Kim Mitchell-Principal
Mrs. Nichole Tilley-Principal

School Board Members:
Iredell-Statesville Schools utilized multiple approaches to gain feedback into the creation of the 2022-25 Local AIG Plan. During the months of November, 2021 through January, 2022 key stakeholders participated in an online survey that reached out to parents, teachers and Iredell-Statesville Schools administrators. The questions in the survey aligned to the NC AIG Program Standards and Practices. The survey gathered feedback relating to the perceived effectiveness of Iredell-Statesville Schools delivery of these standards and practices. We received 955 responses to this survey from parents and community. We also received feedback from 19 building administrators and 417 teachers. The survey was communicated through email, phone, website and administrative updates.

During the same months of November, 2021 through January, 2022 AIG School Coordinators worked with student focus groups at each school site to host a student focus group. Students were asked the same series of questions regarding how they felt about their gifted identification, social/emotional needs and did they feel they had an advocate within their school? Responses were summarized and recorded by the school AIG Coordinator and sent to the Director of Gifted Learning. There were 16 schools that participated in this feedback opportunity.
During the 2021-2022 school year, Iredell-Statesville Schools held four meeting opportunities with an AIG Advisory Board compiled of principals, assistant principals, district leadership, Differentiation Specialist, parents, teachers, content coaches, and counselors. This group worked diligently to review and analyze each standard based on previous NC state feedback and local survey feedback. The Advisory Board was able to identify strengths and weaknesses in each standard and develop a clear vision for 2022-2025 Local AIG Plan.

The Gifted Learning Director also met with Principals and AIG School Level Coordinators throughout the past three school years to convey expectations for identification and services of gifted students and determine areas of needed focus and improvement. Based on past feedback, a key focus of the AIG Department has been Differentiated Education Plans in grades 6th-12th and will remain a focus for the 2022-2025 plan. Through restructuring the delivery of secondary DEP's and increasing folder audit accountability for all schools K-12, vast improvements have been made. Principals received training in August on the need to increase equity and access to gifted education across all of our schools. They were allowed to provide feedback to the gifted department regarding key practices in their schools that support equity and access in gifted education as well as areas that need improvement and support from the Gifted Education Department. This feedback plays a role in the improvements being made to the Iredell-Statesville Schools local plan in regards to using local norms as well as continued use of alternative pathways towards identification. During this August training school leadership teams were also invited to provide "Promising Practices" they feel exist within their school and could be shared with other schools to assist with providing increased equity and access in gifted education across our district. These "Promising Practices" are featured in ways to strengthen the standard and are designed to simulate the same process the North Carolina Department of Instruction used to provide "Promising Practices" throughout the state.

As of Fall, 2021 Iredell-Statesville Schools serves 1,944 gifted students K-12. The Iredell-Statesville Schools focus is to work collaboratively with all stakeholders to meet the individualized needs of these unique learners, monitored through 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 2022)

<table>
<thead>
<tr>
<th></th>
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<th>Local Funding</th>
<th>Grant Funding</th>
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<td>* $36,228.59</td>
<td>* $0.00</td>
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</tbody>
</table>
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 for every student to show their strengths and talents.

Iredell-Statesville Schools provides screening and/or referral processes towards 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 towards gifted identification screening based off 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, called 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 further testing from 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 abilities test 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. A student may remain on a screening list for no longer than two school years. CogAT, EOG/EOC, and Final Grades are all considered current for no longer than 2 school years.

Students that 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 during the Universal Screening administration each spring. 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.

The district will use virtual screening processes for third grade and up and paper/pencil administration for grades K-2. If the situation arises that virtual is not available and a test is needed outside of the screening window, paper and pencil can be provided to third grade and up when approved by the I-SS Director of Gifted Education.

* Practice B
Establishes a process and criteria for AIG student identification at all grade levels 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 K-2 grade 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 an achievement test, such as the Woodcock-Johnson Test of Achievement (WJ). 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 3-12, a total of 30 points must be obtained through use of three to five criteria required for AIG identification. These criteria include aptitude, achievement, grades, work samples through portfolio and learner profiles. The CogAT is administered to students in third grade throughout the district as a Universal Screener. In fourth 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 a full 30 points for 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 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. 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** (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 = 5 points
  - 120-129 = 4 points
**Slocumb-Payne**
70-76 = 5 points
57-69 = 3 points

**AIG Portfolio**
90-100 = 5 points
85-89 = 3 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 3-12 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 5 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. (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

*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, English language learners, highly gifted, and twice-exceptional.

The 2022-2025 Local AIG Plan will continue to support district-wide screening of all third grade students in I-SS. 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 current for no longer than the previous two school years. At that point a student must start over again with the identification process.

Iredell-Statesville Schools aims to be culturally responsive and increase equity and access to gifted education across the district. Alternative pathways towards 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 fall 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 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 to 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.

<table>
<thead>
<tr>
<th>Past 5 Years</th>
<th>Ethnicity AIG Identification Numbers from the Previous 5 Years</th>
<th>Two Or More Identified (1008)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In SY 20-21</td>
<td>Asian Identified (out of 632 total) Black Identified (out of 2793 total) Hispanic Identified (out of 3072 total) American Indian Identified (out of 26 total) Pacific Islander Identified (out of 25 total)</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>117 46 113 4 2 76</td>
<td></td>
</tr>
<tr>
<td>OCT</td>
<td>110 44 110 2 2 81</td>
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<tr>
<td>In SY 19-20</td>
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<td>In SY 18-19</td>
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<td>In SY 17-18</td>
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<td>In SY 16-17</td>
<td>93 37 75 5 0 45</td>
<td></td>
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<tr>
<td>In SY 15-16</td>
<td>86 29 66 5 0 34</td>
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</tr>
</tbody>
</table>

Data from the past five years indicates an overall upward trend in gifted identification across all ethnicity groups within Iredell-Statesville Schools. Between the years of 2015 to 2021 twice exceptional identification has also experienced a slight increase from .11% to .90%. While English Language Learners have not experienced an increase in identification they have remained the same at .10%. Through continued implementation of learner profiles, the
identification point system, and additional use of local norms, Iredell-Statesville Schools plans to continue its effort to build a more inclusive gifted learning program during the 2022-2025 school years.

* 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 2022-2025, 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 Specialists for secondary and reported to the Director of Gifted Learning and for elementary data is reported on monthly Gifted Processes and Support Team (GPS) minutes and these minutes are shared with the Director of Gifted Learning. This data is shared with school administration as well as AIG School Coordinators and with Chief Academic Offices for Elementary and Secondary Education when needed. Once a student graduates from Iredell-Statesville Schools, his/her AIG identification folder is housed at ADR Education Center for five years.

All third graders participate in annual screening for aptitude. They are administered the Cognitive Abilities
Test known as CogAT. 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 current 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 PowerSchool and can be accessed by the state, district and school. PowerSchool is an online database system that houses attendance and demographic information for enrolled students. PowerSchool also stores information in regards 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 PowerSchool for all students who are identified.

* Practice E
Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/families, 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, facebook and written correspondence.
Explore I-SS is a monthly district sponsored Zoom Webinar that allows all departments and schools within the school system to share information about their programs and offerings. This live session is provided monthly for all families in Iredell-Statesville. It is also recorded and placed on the district YouTube channel for future viewing. These links are made available through the district webpage. The Iredell-Statesville Schools utilizes this opportunity multiple times a year to provide information regarding both elementary and secondary identification, services and enrichment opportunities available for all 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 2022-2025 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.

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 2022-25 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 2022-25 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 handbook explains the screening, referral, and identification processes as well as possible levels of service provided. This handbook is intended to provide information in "parent friendly" terms and serve as an ongoing reference tool for parents and families. This handbook is also available on the Gifted Department webpage and can be provided in English or Spanish.

* Practice F
Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families 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.

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, 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 Powerschool once the AIG 2 is received by the Director of Gifted Learning.

* Ideas for Strengthening the Standard

Iredell-Statesville Schools will continue to monitor underserved/underrepresented populations. At this time only .10% of ELL population are identified as gifted. The continued use of a point system for identification provides a more inclusive opportunity for all students. Currently, .90% of our students with identified learning and/or physical disabilities have also been identified as gifted. This is an increase from .11% in 2016. The availability of accommodations during administration of the CogAT provides greater access to the test for students with documented IEP, 504 and ELL accommodation plans. The accommodations are delivered as the CogAT testing guidelines dictate. The consistent use of accommodations for students with documented need will aid in identification of twice-exceptional children. These accommodations will continue even as we move our testing to online administration for grades 3rd and higher.

The addition of the use of local norms in schools with fewer than 5% identified students will aid in increased opportunities for students within that school. These schools can look not only at age national norms but at local norms to help locate students for identification or for the possible need of nurturing.

Slocumb-Payne and SIGS learner profiles can assist teachers in identification of gifted learner traits in all types of learners. This documentation will be trained annually with school level Gifted Processes and Support (GPS) Teams when making a determination regarding possible testing for K-2 and can be used as part of the identification process in grades 3rd-12th. An additional learner profile was added in 2019-2022 plan, Universal Talented and Gifted Screener (UTAGS). This profile is found to be culturally and linguistically fair for ELL. Iredell-Statesville schools will allow for the identification of students through alternative pathways under the category of Academically Gifted (AG).
Learner profiles can be used at schools with high populations of culturally/ethnically diverse and economically disadvantaged students to support identification for K-2 nurturing programs. Iredell-Statesville Schools will work to provide resources and training to build capacity of these schools to provide nurturing programs to the students who demonstrate gifted characteristics. Iredell-Statesville Schools allows for identification in Intellectually Gifted or IG. This category will provide an opportunity for students who demonstrate gifted ability but who have fallen short in the achievement category and have been unable to receive appropriate services. Differentiated Education Plans (DEP) will be developed to help support the academic achievement for these identified students.

Currently 66%, of parents either agree or remain neutral regarding gifted identification processes being clearly communicated. 35% either disagree or strongly disagree that identification processes are being clearly communicated. Communication will continue by providing easier access to online links for the Gifted Department through the I-SS website. Parent friendly language provides an outline for gifted identification and services in a Gifted Learner Parent Guide. This guide will contain answers to some of parents most frequently asked questions. The guide will be available online, at school offices, and provided to parents during DEP conferences annually. Communication will be sent home through quarterly department newsletters pertaining to enrichment opportunities and events sponsored by Iredell-Statesville Schools Gifted Department throughout the year. Increased communication to School AIG Coordinators on their role and the role of school GPS teams in regards to providing clear communication to parents and families will be better defined and shared throughout the year at monthly coordinator meetings.

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

- Central Elementary fully implements and utilized all screening data and identification resources including alternative pathways through portfolios and learner profiles.
- Scotts Elementary has set a goal of shifting teacher mindsets in regards to gifted identification.
## Planned Sources of Evidence

<table>
<thead>
<tr>
<th>* Identification Rubric with Points System</th>
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<tr>
<td>* Learner Profiles and Portfolios to provide alternative pathways to identification</td>
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<tr>
<td>* Local AIG Plan communicated and available through the ISS AIG Webpage</td>
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<tr>
<td>* Increase in identification of English Language Learners, Twice-Exceptional Students and across all ethnicities (Increases noted from 2015 to 2019: Asian 4.5% to 5.4%, Hispanic 3% to 4.5%, Multi 1.8% t</td>
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<tr>
<td>* Gifted Learner Parent Guide created with answers to most frequently asked questions, explanation of identification process, and service options that are available, available in English and Spanish</td>
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<tr>
<td>* Documented AIG 2 Form indicating area of identification and data used for identification filed at AIG office, student school file and copy to parent</td>
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<tr>
<td>* Documented review of Differentiated Education Plans K-12</td>
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<td>* Universal screening scores for all I-SS third graders</td>
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<tr>
<td>* Documented identification of students for K-2 nurturing programs available in elementary schools with high populations of culturally/ethnically diverse students and economically disadvantaged students</td>
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<tr>
<td>* Documented identification of Intellectually Gifted Category for high ability</td>
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<td>* I-SS Explore Event to shared AIG Department Identification and Service Information with the I-SS Community</td>
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<td>* Agendas and minutes from AIG Coordinator meetings, GPS meetings, Gifted Department meetings, school staff meetings</td>
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<td>* AIG Identified Student Folder Audit Data</td>
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<td>* AIG/IG Screening List for every school</td>
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<td>AIG Standard 1 Additional Resources</td>
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Standard 2: Comprehensive Programming within a Total School Community

Iredell-Statesville Schools (490) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 2: Comprehensive Programming within a Total School Community

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

* Practice A
Delivers an AIG program with comprehensive services that address the academic and intellectual needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG 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 and have a Differentiated Education Plan, or
Level II services are reserved for students who meet the AIG 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 AIG classroom teacher. In the elementary school these students receive regular direct instructional support from the school Differentiation Specialist. These students have access to choice options including, IB and Early College, within I-SS for middle and high school. These students have a Differentiated Education Plan, or (DEP).

Level III services are reserved for students scoring at the 99th percentile for ability, achievement, and grades 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 school principal and 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 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 school principal and 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. The principal and Director of Gifted Learning will use the Iowa Acceleration Scale to gain insight from teachers, parents, and other outside sources that know the student if questions exist around a student's social development in regard to subject or grade advancement. Iowa Acceleration Scale results will be used to help make a final decision.

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 communicated with 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:**

-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 depending on your school’s needs.

(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 Specialists work 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 Specialists will coach and support teachers working with gifted student clusters in middle and high school to provide enrichment and differentiation information.
- Secondary Differentiation Specialists do 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 Specialists are available weekly to be in schools.

* Practice B
Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel based on student needs.

Iredell-Statesville Schools provides teachers with training on the social emotional needs of gifted learners during the Professional Achievement Certificate (PAC) courses. Teachers who work with gifted students in core subjects will be 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 register, on the social and emotional needs with a focus on overexcitabilities.

AIG Coordinators are provided support for how to identify social and emotional needs through focused training provided during AIG Coordinator meetings. AIG Advisory Board reviews the social and emotional
needs of students and hears from counselors on the Board in regard to what they see in schools. The Board 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 SENG (Supporting Emotional Needs of the Gifted) to help support interactions with gifted students. The Director of Gifted Education meets annually with counselors to review this resource and discuss needs that they are seeing. 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.

With the addition of a Secondary AIG Specialist position "Learn and Lead" optional sessions are offered monthly via Zoom and parents, as well as the gifted student, are invited to attend. These sessions will provide for opportunities to address the social and emotional needs of gifted learners.

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.

The AIG Department provides microcredential professional development through Canvas for any teacher who would like to take the courses. One course is specifically focused on the social and emotional needs of gifted learners. Teachers can have easy access to this course through their Canvas account and flexibility in finishing the course when it best meets their schedule.

The district has incorporated the required expectation of morning meetings across grades K-12. These meetings are to provide for regular check-in with all students to ensure their mental well-being and provide
time to build positive connections. The morning meetings offer opportunities for students to share and build relationships.

The district also provides Social and Emotional Curriculum for all grade levels K-12. Teachers are expected to teach the social and emotional lessons appropriate for their grade level to encourage positive mental health and well-being of the student.

Students have access to applications such as the "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 "Gaggle" also alerts district staff when threats of self-harm, suicide or bullying are mentioned through email sharing or other technology communication between students. School staff can receive an alert through Gaggle and follow up with the students mentioned or involved.

* 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 must submit a Department Improvement Plan annually to the Directors of Curriculum and Instruction. The plan must be aligned with the strategic goals of the district. The Gifted Learning Department has a current plan to focus on the increase of equity and access in gifted education for
K-12. This plan aligns to the state expectations and focus. The plan takes steps to include the use of local norms in identification processes, encourage the continued use of alternative pathways and look more closely at how our schools support talent development.

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 Professional Achievement Certification (PAC) courses and other professional development needs based on stakeholder survey data which impacts entire school communities.

The Director of Gifted Learning presents a budget proposal annually to the Director of Finance and Board of Education. The budget proposal entails 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 located within the ADR Educational Center 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 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 Slocumb-Payne Learner Profile is provided to these schools to assist with identification of K-2 students for the program. 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 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 annually with elementary principals 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 that 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 School 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 show and presentation shared through "Explore I-SS". "Explore I-SS" is a monthly virtual session provided by the district to inform parents and community of programs and events throughout the school system. The presentation recording remains available for reference for the remainder of the year. All Iredell-Statesville Schools parents receive an invite to this "Explore I-SS".

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 PLC's.

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. 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.

* 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 of 99% or higher, all in the same subject area of reading or math. An observation and recommendation by the principal and approval from the Director of Gifted Learning are also required. 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. However, students in these grades can choose 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 purchased the Iowa Acceleration Scale, 3rd Edition as an additional tool for determining the need for acceleration.
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.

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, they are trained in 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. Teacher 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.

* Practice H
Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

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 120 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), Slocumb-Payne are two additional learner profiles that are used at schools. SIGS is a standard profile used across all student groups. Slocumb-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. 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 that 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 speciality 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 I
Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.
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-SS students. These camp experiences are designed to enrich a student's love of learning in an area he or she may feel passionate. With over seventeen various offerings that include: Culinary Arts, Forensic Science, Chess, Escape Room, STEM, Robotics and more; students are sure to find something of interest. These camps are facilitated by Iredell-Statesville School teachers. Camp cost is minimal to students but the district does help provide for students that want to attend and cost is a hindrance.

The Gifted 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.

* Ideas for Strengthening the Standard

The continued use of Using Science, Talents, and Abilities to Recognize Students (U-STARS) program is used for K-2 nurturing at school sites with high levels of underserved populations. This program was initiated in three elementary schools during the 2017-2018 school year. Four additional schools were on-boarded
during the 2018-2019 school year. With seven schools now trained in the delivery of U-STARS and the recovery after the pandemic the continued focus will be on delivery with fidelity. The Gifted Department would like to continue to support the purchasing of resources for this program and looking closely at the performance data of these students as 3rd graders.

Middle and high school students need more experiences that will support their social and emotional needs, study habits, and career development plans. The district will continue to offer Learn and Lead session opportunities for middle and high school students that are focused on social and emotional needs. The district will look for ways to improve communication of Learn and Lead Sessions to increase attendance. Learn and Lead sessions will be linked to secondary DEPs at the beginning of the year for students to plan which sessions they will attend.

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 will continue to focus on the advocacy piece behind the DEP for secondary students.

Co-teaching training will be provided at the initial start of the school year for all AIG Cluster Teachers at the elementary level. This training will be designed to provide a co-teaching model approach that will be used to better define collaborative team teaching expectations between the Differentiation Specialists and the cluster teacher. The models presented will be team teaching, parallel teaching, alternative teaching, station teaching, one teach one assist, one teach one observe.

Iredell-Statesville Schools Gifted Learning Department acknowledges and shares the "Promising Practices" aligned to this standard:
-Oakwood and The Brawley School revamping the International Baccalaureate Middle Year Programme
application process to be more inclusive to all student populations.
-Cool Spring Elementary demonstrates strong use of clustering practices to meet gifted learner needs. Staff work with the Differentiation Specialist as a resource to support students and teachers. The school utilizes both formal and informal data approaches to identify gifted students.
-Cloverleaf Elementary an International Baccalaureate Primary Year Programme has provided access to challenging curriculum, service action and global communities to all students attending this Title I school.
-Lakeshore Middle School focusing on use of Career Technical Education, gifted screening processes, clubs, leadership opportunities such as Student Council, academic achievement recognition such as Beta Club compliment each other and work together to meet needs to all 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
- CDM completion and explanation on website
- Cluster classroom planning sheets from principal conversations
- Enrichment coordinator meeting minutes
* Agendas/Sign in sheets from GPS, AIG coordinator, and Advisory Board Meetings

* District Resource Room with curriculum aligned materials check-out list

* Student AIG Folders DEP's and AIG 2's

* Nurturing Program materials check out/in list from resource room

* Nurturing Program student identification list

* Job description of Secondary AIG Specialist

* Observable co-teaching models during observations

### Documents

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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 through the use of differentiation strategies, including enrichment, extension, and acceleration.

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 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 schedule is shared with every school detailing whom 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: Differentiation and the Learner, Differentiation and Classroom Management, Differentiation and Assessment and Differentiation Classroom Strategies. 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 that 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 access to 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.

Gifted students also have opportunities to accelerate the learning process. In cases of Advanced Placement, 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 final 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. 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 heterogenous grouping formats to better meet their individual learning needs.

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

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.

The district continues to provide some financial reimbursement for teachers obtaining their NC AIG add-on licensure through an approved Institute of Higher Education (IHE). 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 PD 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 located in the ADR Educational Center. 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 enhance student learning.

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, MacBooks, 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 future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership.

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 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, Virtual I-SS, Crossroads Arts and Science Early College, Dual Immersion, Agriculture and Science Early College, A+ School, Career and Technical School 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, Blackboard messages, quarterly electronic 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 offered explore 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 North Carolina School of Science and Math (NCSSM), 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, CP program and DP program. 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.

* Practice E
Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and
inform flexible grouping practices.

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. Through participation in school level data days, weekly Professional Learning Communities
(PLC's) 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 Differentiation and Assessment 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 model 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 researched 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.

Identified AIG students at the elementary level are instructed weekly by a trained Differentiation Specialist. This weekly instruction provides opportunities for enrichment, extension, and acceleration that is aligned to the data provided by the classroom teacher. During these weekly lessons 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 DEP's.

* Practice F
Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

AIG students are clustered in groups of 6-8 in a classroom with a specialized trained teacher in gifted practices. Part of the Professional Achievement Certificate (PAC) training provides information on the social and emotional needs of the gifted learner. All teachers working with gifted learners receive this training titled Differentiation and the Learner. This training provides insight into both the positive and challenging behaviors that can exist with a gifted learner. It details how to recognize these behaviors and how to differentiate within the curriculum for these social and emotional needs.

Additional instructional resources for providing social and emotional support to gifted learners and applying this training in the classroom are made available to all Iredell-Statesville Schools staff through the ADR Resource Room. Counselors and AIG Coordinators are trained on how to use resources from Supporting Emotional Needs of the Gifted (SENG) to help better support the social and emotional needs of our gifted population. These resources provided specific strategies for how to address social and emotional needs of gifted students. These strategies can be used both for the classroom and shared with parents for use at home. Many schools make use of Growth Mindset materials within the school day with gifted learners. Research has been presented to AIG Coordinators, principals, and AIG Advisory board on mindset of gifted learners.

Differentiated Education Plans at the secondary level now can incorporate the need for setting goals in the social and emotional area for gifted learners. Students no longer are limited to only setting academic goals. If the teachers, counselors, student, or DEP advisor recognize a social or emotional need a goal can be set in this area and monitored for progress. Multiple Tiered Systems of Support (MTSS) is used to document behavioral needs of students and can be used for the gifted learner. This system of support provides layers
intervention as defined by the intensity of the behavior. The levels of intervention are laid out on a behavior plan and monitored for growth. These level of support can be used with severe situations where behaviors might present themselves in a negative way.

AIG Coordinators receive training through quarterly meetings on specific social and emotional needs of gifted learners. Information detailing excitabilities of giftedness and how they present in students is offered to AIG Coordinators. They discuss examples of how they have observed these behaviors and determine intervention strategies that work to support these students.

Slocumb-Payne Gifted Identification Learner Profile is available to all schools. This learner profile helps school staff identify not only positive behaviors of a gifted learner but also understand how gifted qualities can sometimes manifest in a negative way. This increases the likelihood of behavior students not being missed for possible gifted identification.

"Learn and Lead" sessions for secondary students are offered monthly through virtual presentation for students and parents. These sessions cover a variety of topics to support the needs of gifted students. Included in these topics will be social and emotional support. Gifted students will be invited to participate in the sessions and attendance will be connected to their DEP.

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

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.

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 works 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, 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.
*Practice H*  
Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

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. 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. 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 choice programs 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. 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, 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 regards 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.

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

Differentiated Education Plans 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 October 31st. 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 25th. 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. The first module 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 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. The 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 deploys an MTSS model at all schools K-12. The Gifted Learning Department uses CogAT data to help schools understand the abilities 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.

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 Gifted Department would like to provide a more specific team teaching model to be used in the collaboration between classroom teachers and Differentiation Specialists. The department will use the Six Models of Co-Teaching to provide clear guidance on how the collaboration should take place.

Iredell-Statesville Schools Gifted Department would like to acknowledge and recognize Promising Practices aligned to this standard:
- Lake Norman Elementary School offers multiple enrichment and club activities available to all students.
- West Iredell Middle School offering acceleration through early high school credit opportunities
- Celeste Henkel Elementary School offering enrichment opportunities during the day through clubs and PBL
North Iredell Middle School provides Advanced Course opportunities for all students, enrichment and club offerings during the school day. They also look for avenues to increase student leadership.

Harmony Elementary school is extending their MTSS model to include enrichment and growth opportunities for advanced students.

Union Grove Elementary used data to created a math and reading learning tool empowering teachers to intentionally plan for differentiated instruction to meet all learner needs.

### 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 |
| * | -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, EOG’s 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

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Standard 4: Personnel and Professional Development

Iredell-Statesville Schools (490) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - 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 two AIG-licensed Differentiation Specialists support the secondary level. The licensed Differentiation Specialists work with each school in the system to assist with implementation of the Local AIG Plan.

* Practice B
Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.

The three elementary level 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, resources, co-teaching, model lessons, direct instruction, and coaching. Specialists are involved in GPS Team meetings, student screening, student identification, student testing, communicating with stakeholders, parent meetings, 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 there are two AIG-licensed Differentiation Specialists that are 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.

These specialists also lead district-wide K-12 professional development through 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: Differentiation and the Learner, Differentiation Classroom Management, Differentiation and Assessment and Differentiation Learning Strategies.

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
Finally, the AIG Department provides a series of brief online professional development refreshers through our Department Webpage that can be utilized by teachers that need support for meeting the needs of gifted learners. This brief series contains multiple topics that can be covered in one to two hours of time. The focus on topics such as overexcitabilities in gifted learners, the use of the AIG Resource Room, using Junior Great Books and rigor in the classroom. Schools can also take advantage of these online professional development opportunities as part of their Early Release Professional Development Days, meeting the needs of professional growth plans or PLC support.

* 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. Continuing 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 are participating in the state level Language Essentials for Teachers of Reading and Spelling (LETRS) training over the course of the next two years.

Each school level AIG Coordinator receives monthly training and a quarterly check-in opportunity provided 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 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.
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 and receive a passing score. Iredell-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: Differentiation and the Learner, Differentiation and Classroom Management, Differentiation and Assessment and Differentiation and Learning Strategies. 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 scheduled gifted students with trained professionals.

Cluster teachers at the elementary level also participate in training every September to learn the roles and responsibilities of a cluster teacher. This training provides 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 September meeting to help support collaboration between them and the specialists.

All staff at every school receives 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 signature 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 take advantage of already created online training opportunities 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.

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 training opportunities on how to be aware of social and emotional issues impacting gifted students. This training is most often provided during a counselor monthly PLC. 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 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 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. Secondary AIG School
Coordinators at each school are made aware annually of students that 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. Secondary AIG School Coordinators at each school are made aware annually of students that are identified so that scheduling ensures proper assignment.

* **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 that successfully takes the state Praxis for Gifted Education and receives a passing score.

The Human Resources Department supports the need for locating licensed gifted teachers when attending recruitment events at local colleges and universities. When Gifted Licensure positions are available they are posted on the Human Resources site. When a position is available within the Gifted Learning Department opportunity is always given to internal candidates that 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 Board as well as all Gifted Department personnel completed a book study using *Excellence Gaps in Education* by Jonathan A. Plucker and Scott J. Peters in preparation of writing the 2022-2025 Local AIG Plan. The AIG Advisory Board used the information in the book to spark connections and needs to our own district. The board completed an activity to determine how well I-SS serves and identifies underserved populations as well as how do we meet the needs of Talent Development.

Principals and Instructional Facilitators/Content Coaches participated in a training based on the Call to Action document provided by the state *Critical Actions to Realize Equity and Excellence in Gifted Education*. A deep dive into each action step asked each school to determine their own individual strengths and weaknesses when it comes to equity and excellence for gifted students. School teams created documents to highlight their own "Promising Practices" and shared these with the Gifted Department. They also shared their areas of improvement. The Gifted Department uses this information to help plan future professional development and training sessions as well as encourage the sharing of best practices among schools.

Equity and Excellence is embedded in the AIG Coordinator meetings each month as we train and discuss the use of 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 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. 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-STARTS nurturing program. Each year this training is reviewed, students are identified to participate weekly in the nurturing program. The data of these students can be tracked and reviewed for underserved populations.

* **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 administrative 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:
- Social and Emotional Needs of Gifted Learners (need expressed by counselors)
- Managing a Gifted Classroom (need expressed by principals and teachers)
- Rigor and Relevance—What is the difference and why are both important? (need expressed by principals)
- Problem-Project Based Learning (STEM and STEAM initiatives)
- Authentic DEP's, Making them part of instruction and value add for students (need expressed by secondary principals and counselors, supports every child having an advocate district initiative)
- MTSS and the Gifted Student (district initiative)
- Best Practices for Differentiation (supports school improvement planning)
- AP Establishing an AP Culture (district high school initiative)
- IB Training at PYP, MYP, DP and CP (IB District Initiatives).

Quarterly meetings with school level AIG Coordinators 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. The spending of these dollars are sent through a Prior Approval process 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. There will be training provided on the use of Local Norms in addition to the National Norms we typically use for identification of gifted students. The use of Local Norms will require increased understanding for all staff as we work to increase access for all student population groups.

The Department will also look to continue training on how to use alternative pathways 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 PAC courses will be reviewed and additional resources to assist teachers to prepare for the state Praxis will be embedded. 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:
- Statesville High School is providing training in Advancement Via Individual Determination known as AVID to increase access to International Baccalaureate for all students.

Planned Sources of Evidence

* AIG Department defined roles and job description
<p>| * 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 |
| * 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 |</p>
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Standard 5: Partnerships

Iredell-Statesville Schools (490) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

* Practice A

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

- academic and intellectual
- social and emotional.

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 needs of the student in regards to academics and social/emotional.

Differentiated Education Plans (DEP) are designed collaboratively with the involvement of the teacher, student and parent. The DEP is meant to be unique to the needs of a student. Students and parents can determine that a student may need to focus on social/emotional goals in addition to academic/intellectual goals. Parents participate in the feedback process of the DEP with their student. 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.

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 identification and services.

Parents and families are invited to be active participants on the AIG Advisory Board. The AIG Advisory Board meets at least four times a school year to monitor the overall performance of AIG programs in Iredell-Statesville Schools. The Board looks at the needs of the AIG learners in the district and works to ensure these needs are being met. When problems arise, the Board helps brainstorm solutions. This Board 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 this board 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 as well as ask questions that are specific to their student.

* 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 highschool 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 also provide a Career Exploration Summer Camp opportunity for high school students that allows them to visit a college campus and 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 experiences and in some instances needed materials.

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 provided 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 District AIG Advisory Board meets at least four times a year. This group is compiled of 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 Board reviews district data, hears about research based best practice, discusses community partnerships, and helps discuss solutions to issues that may arise. AIG Advisory Board meeting dates and invited members are established by August of each new school year. Information regarding the AIG Advisory Board, meeting dates and how to join are readily available through the I-SS AIG website. Although, there are specific individuals that are invited to participate in this group to make sure there is a diverse group of opinions represented, anyone is allowed to come join the meetings and participate. 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 help keep the meetings productive and engaging. Next steps are captured at each meeting and help guide the agendas for future meetings.

* Practice D

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

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

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

The Iredell-Statesville Schools Gifted Learning Department shares the Local AIG Plan annually through "Explore I-SS" provided via Zoom Webinar by the district monthly. Each session of "Explore I-SS" features a program or offering provided by the school system. All parents and guardians are invited to the sessions through districtwide communication. The event will be posted on the district webpage, facebook page and Blackboard reminders.

Local AIG program services are shared through our Parent Guidebook and also through the "Explore I-SS" session. The guidebook is always available on the Gifted Department webpage and is offered in both English
and Spanish. The Guidebook 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 to parents, 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. The site also provides 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 packets of 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 Blackboard. 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 April. Communication is sent via individual school communication as well as district wide communication. Online registration is available and payment waivers are considered when students cannot pay for the offering.

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 readily available. A Spanish interpreter and sign language translator are made available at district level events. The AIG Department also works with specific schools to meet this need for individual school enrichment opportunities.

* Ideas for Strengthening the Standard

The I-SS Gifted Learning Department will continue to foster partnerships during the 2022-2025 school years. Partnerships with all stakeholders are an excellent way to increase knowledge and understanding regarding the unique needs of gifted learners. Engaging a variety of stakeholders in meeting the needs of gifted learners creates buy-in from the community as a whole. The Gifted Department feels it has lost some key partnerships due to COVID's impact and would like to reconnect and rebuild some of these past relationships.

The District and Department website, social media, Blackboard and school level coordinators, will all be utilized to ensure a variety of communication needs are met. The Department will hold regular meetings with the AIG Coordinators, enrichment coordinators, school-level principals, counselors and district leadership to ensure a consistent message is heard. While we are using multiple avenues of communication and the majority of parents report being aware it still seems that a small portion of parents report being unaware of what opportunities we have available or knowledgable about gifted services. The Department will be intentional about reviewing the current communication processes being used, identifying what parent groups are not aware and seeing what barriers might exist. The Advisory Board will assist in this process and help determine probable solutions how to overcome them.

<table>
<thead>
<tr>
<th>Planned Sources of Evidence</th>
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<tr>
<td>* AIG Advisory Team agenda/minutes</td>
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**Documents**

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<td>📄 Gifted Learner Parent Guide</td>
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Standard 6: Program Accountability

Iredell-Statesville Schools (490) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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]), which 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 Advisory Board 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 2022-2025 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 2022-25 Local AIG Plan. During the months of November, 2021 through January, 2022 key stakeholders participated in an online survey that reached out to parents, teachers and Iredell-Statesville Schools administrators. The questions in the survey aligned to the NC AIG Program Standards and Practices. The survey gathered feedback relating to the perceived effectiveness of Iredell Statesville Schools delivery of these standards and practices. We received 955 responses to this survey from parents and community. We also received feedback from 19 building administrators and 417 teachers. The survey was communicated through email, phone, website and administrative updates.
During the same months of November, 2021 through January, 2022 AIG School Coordinators worked with student focus groups at each school site to host a student focus group. Students were asked the same series of questions regarding how they felt about their gifted identification, social/emotional needs and did they feel they had an advocate within their school? Responses were summarized and recorded by the AIG Coordinator and sent to the Director of Gifted Learning. There were 16 schools that participated in this feedback opportunity.

During 2021-2022 school year, Iredell-Statesville Schools held four meeting opportunities with an AIG Advisory Board compiled of principals, assistant principals, district leadership, Differentiation Specialist, parents, teachers, content coaches, and counselors. This group worked diligently to review and analyze each standard based on previous NC state feedback and local survey feedback. The Advisory Board was able to identify strengths and weaknesses in each standard and develop a clear vision for 2022-2025 Local AIG Plan. The prior year 2020-2021 AIG Advisory Board completed a book study using the book *Excellence Gaps in Education* by Jonathan Plucker and Scott Peters. This book study was used to spark discussion and evaluation around equity and excellence in gifted education within Iredell-Statesville Schools. The 2020-2021 Board created feedback that was addressed by the 2021-2022 Board in regards to developing intentional practices within our Local AIG Plan to address equity in our district.

The Gifted Learning Director also met with Principals and AIG School Level Coordinators throughout the past three school years to convey expectations for identification and services of gifted students and determine areas of needed focus and improvement. Based on past feedback, a key focus of the AIG Department has been Differentiated Education Plans in grades 6th-12th and will remain a focus for the 2022-2025 plan. Through restructuring the delivery of secondary DEP's and increasing folder audit accountability for all schools K-12, vast improvements have been made. Principals received training in August on the need to increase equity and access to gifted education across all of our schools. They were allowed to provide feedback to the gifted department regarding key practices in their schools that support equity and access in gifted education as well as areas that need improvement and support from the Gifted Education Department.
This feedback plays a role in the improvements being made to the Iredell-Statesville Schools local plan in regards to using local norms as well as continued use of alternative pathways towards identification.

A final draft was presented to the Iredell-Statesville School Board on April 4th, 2022 with a final vote on May 11th, 2022. 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 Specialists, AIG School Coordinators, school-based GPS Teams, and AIG Advisory Team 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 fidelity to 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 Advisory Board 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. Students are surveyed through a student focus group at each school site facilitated by the school AIG Coordinator. Each site coordinator is provided a list of questions to ask the students and overall feedback is compiled with possible next steps. Other 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 Advisory Board reviews results to make decisions on future local AIG Plans. The local AIG Plan is revised every three years by the Gifted Learning Department and AIG Advisory Board based on stakeholder feedback and posted on our AIG website.

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 AIG by the last day of each month.

The AIG Department meets weekly in Department PLC and reviews the Department Improvement Plan. This Plan is in response to data analysis and addresses gap areas. The Department Plan is submitted to the Chief Academic Officers for Elementary and Secondary for accountability and shared with the School Board.

* 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 Gifted Learning Director presents an annual budget report to the I-SS Budget Committee, which is compiled of principals, school board members, and district leadership. The budget presentation provides updates on current expenditures, areas where funding can be reduced, as well as additional funding requests.
The budget committee reviews the budget presentation and makes final decision on the requested amount moving forward to the School Board in regard to local funds.

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.

* 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 works in collaboration with specialist to help address specific student needs and determine best
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. Underrepresented 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 Offices for Elementary and Secondary.

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. This data have
learner profile information that is utilized to guide instruction and provide access to enrichment opportunities.

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### Percent of Total AIG Students Identified as Dual Exceptionality

<5%

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* 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 or
be in the process of obtaining it. The Specialists work directly with identifying, supporting, teaching, and monitoring progress of AIG students at the elementary level and coaching their 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 and Human Resources 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 implementation and effectiveness of the local AIG program.

The Iredell-Statesville Schools' Gifted Learning Department uses an AIG Advisory Board composed of representation reflecting the diversity of all stakeholders involved with the program. Members from the community, parents of AIG students, teachers of gifted learners, school counselors, principals, assistant principals, the Gifted Learning Director and Differentiation Specialists come together to collaboratively share feedback regarding I-SS gifted students. The team meets quarterly. 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 focus groups prior to the revision of the Local AIG Plan. The coordinators are provided a list of questions to ask the students and generate a common list of feedback back to the Gifted Learning Director. The Director shares these results with the AIG Advisory Board. 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, Blackboard, 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 Advisory Board.

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*
Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

Iredell-Statesville Schools maintains multiple data indicators to help guide the revision of the Local AIG Plan. 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 Advisory Board. These data sources include:
- School Folder Audit Data
- Fall Headcount
- Spring Headcount
- CogAT Results
- Alternative Pathway Results
- DEP Completion Fidelity Data
- Professional Development Attendance
- Professional Development Graduation
- AIG Student Achievement and Growth Data
- AIG Drop-out/Graduation
Iredell-Statesville Schools utilizes the data listed above as well as multiple approaches to gain feedback into the creation of the 2022-2025 Local AIG Plan. During the months of November, 2021 through January, 2022 key stakeholders participated in an online survey that reached out to parents, teachers and Iredell-Statesville Schools administrators. The questions in the survey aligned to the NC AIG Program Standards and Practices. The survey gathered feedback relating to the perceived effectiveness of Iredell Statesville Schools delivery of these standards and practices. We received 955 responses to this survey from parents and community. We also received feedback from 19 building administrators and 417 teachers. The survey was communicated through email, phone, website and administrative updates.

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Local AIG Plan. The prior year 2020-2021 AIG Advisory Board completed a book study using the book *Excellence Gaps in Education* by Jonathan Plucker and Scott Peters. This book study was used to spark discussion and evaluation around equity and excellence in gifted education within Iredell-Statesville Schools. The 2020-2021 Board created feedback that was addressed by the 2021-2022 Board in regards to developing intentional practices within our Local AIG Plan to address equity in our district.

The Gifted Learning Director also met with principals and AIG School Level Coordinators throughout the past three school years to convey expectations for identification and services of gifted students and determine areas of needed focus and improvement. Based on past feedback, a key focus of the AIG Department has been Differentiated Education Plans in grades 6th-12th and will remain a focus for the 2022-2025 plan. Through restructuring the delivery of secondary DEP's and increasing folder audit accountability for all schools K-12, vast improvements have been made. Principals received training in August on the need to increase equity and access to gifted education across all of our schools. They were allowed to provide feedback to the gifted department regarding key practices in their schools that support equity and access in gifted education as well as areas that need improvement and support from the Gifted Education Department. This feedback plays a role in the improvements being made to the Iredell-Statesville Schools local plan in regards to using local norms as well as continued use of alternative pathways towards identification.

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

Iredell-Statesville Schools Gifted Learning Department makes every effort to share data with the public. The Department presents data summaries to the AIG Advisory Board, during parent presentations through "Explore I-SS", through quarterly newsletters distributed by the Department, during administrative meetings with district leadership, during district data review days, at School Board meetings and principal meetings. Data is shared through handouts, Powerpoint presentations and discussion. The Local AIG plan is available on the AIG website for viewing and reflects data analysis.
* Practice J
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.

Parent and guardians receive an invite from the school AIG Coordinator to attend a meeting to discuss gifted identification placement at all levels K-2. During the meeting identification data is reviewed and identification is shared in regards to AI, AG, AR, AM, 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 or Guardian, school level AIG Coordinator, 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 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 9 is available for a parent that may want identification for their student but wants to opt out of a specific service. A waiver is only good for one year and must be revisited with a parent to determine if a new one is needed.

A screening list for each school is maintained with identified gifted student data as well as students that 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 and final grades. 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 2022-2025 AIG plan year, parents will also 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 to the Director of AIG.
4. If resolution has not been obtained, the parent, principal, or Director of AIG may make a written request for a review of the written disagreement by the Assistant Superintendent of Curriculum and Instruction.
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 that 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 PowerSchool.

* 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. 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 Specialist's will monitor the updating of the page.

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
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Iredell-Statesville Schools (490) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on: 05/09/2022

Original Application Submission Date: 05/18/2022

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[Upload at least 1 document(s)]
# AIG Related Documents

Iredell-Statesville Schools (490) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

## Required Documents

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## Optional Documents

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<td>N/A</td>
<td>![AIG 7 Addition to Powerschool Roster](AIG 7 Addition to Powerschool Roster.jpg)</td>
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<td>AIG Standard 1 Additional Resources</td>
<td>N/A</td>
<td>![AIG 2 Student Identification Record](AIG 2 Student Identification Record.jpg)</td>
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<td>![AIG 8a Request for Conference](AIG 8a Request for Conference.jpg)</td>
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<td>![AIG Folder Labels](AIG Folder Labels.jpg)</td>
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<td>AIG Standard 4 Additional Resources</td>
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<td>Professional Achievement Certificate</td>
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<td>AIG 5 Procedures to Resolve Disagreements</td>
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<td>Phrase</td>
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<tr>
<td>Ability Test</td>
<td>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)</td>
<td></td>
</tr>
<tr>
<td>Academically and/or Intellectually Gifted (AIG)</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>Acceleration</td>
<td>A flexible pacing strategy which places students at an appropriate instructional level (regardless of age)</td>
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</tr>
<tr>
<td>Accountability</td>
<td>Holding students, teachers, administrators, and other school personnel responsible for instructional outcomes</td>
<td></td>
</tr>
<tr>
<td>Achievement Test</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>Advanced Placement (AP)</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>AIG Advisory Board</td>
<td>Cross-district representational team which meets quarterly to determine AIG progress and gap areas based on the AIG Local Plan</td>
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Glossary
Iredell-Statesville Schools (490) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0
<table>
<thead>
<tr>
<th>Term</th>
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<tbody>
<tr>
<td>Aptitude Test</td>
<td>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</td>
</tr>
<tr>
<td>Asynchrony</td>
<td>A term used to describe disparate rates of intellectual, emotional, and physical rates of growth or development often displayed by gifted children</td>
</tr>
<tr>
<td>At-Risk</td>
<td>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</td>
</tr>
<tr>
<td>Audit</td>
<td>A process by which accountability of AIG records and information is checked for accuracy through random sampling</td>
</tr>
<tr>
<td>Baseline Test</td>
<td>A series of questions, problems, or physical responses designed to determine knowledge, intelligence, or ability</td>
</tr>
<tr>
<td>Bloom's Taxonomy</td>
<td>Developed in 1956 by Benjamin Bloom, the taxonomy is used to develop curriculum for gifted children. There are six levels within the taxonomy that move from basic to high levels of thinking. These include remembering, understanding, applying, analyzing, evaluating, and creating</td>
</tr>
<tr>
<td>Blended Learning</td>
<td>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.</td>
</tr>
<tr>
<td>BOE</td>
<td>Board of Education</td>
</tr>
<tr>
<td>Cluster Grouping</td>
<td>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</td>
</tr>
<tr>
<td>Cognitive Abilities Test (CogAt)</td>
<td>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</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Cooperative efforts between classroom teachers and Differentiation Specialists to meet the needs of gifted students by using elements of differentiation and various grouping strategies</td>
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<tr>
<td>Category</td>
<td>Definition</td>
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<tr>
<td>Complexity</td>
<td>The element of differentiation which encourages complex and critical thinking</td>
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<tr>
<td>Compliance</td>
<td>The structure and monitoring of the AIG program based on the North Carolina Academically or Intellectually Gifted Program Standards</td>
</tr>
<tr>
<td>Consultation</td>
<td>Planning in which the Differentiation Specialist suggests curriculum, materials, and strategies for use with advanced learners</td>
</tr>
<tr>
<td>Convergent Thinking</td>
<td>Thinking which results in conventional solutions and answers or conformity</td>
</tr>
<tr>
<td>Creativity</td>
<td>The process of developing new, uncommon, or unique ideas. The federal definition of giftedness identifies creativity as a specific component of giftedness</td>
</tr>
<tr>
<td>Credit by Demonstrated Mastery (CDM)</td>
<td>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</td>
</tr>
<tr>
<td>Critical Thinking Skills</td>
<td>The higher order thinking skill of applying logic in order to reduce ambiguity and lead to understanding of complex problems or ideas</td>
</tr>
<tr>
<td>Curriculum Compacting</td>
<td>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</td>
</tr>
<tr>
<td>Depth and Complexity</td>
<td>Activities that encourage deeper thinking and allow students to draw connections across the curriculum</td>
</tr>
<tr>
<td>Differentiated Education Plan (DEP)</td>
<td>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</td>
</tr>
<tr>
<td>Differentiated Instruction</td>
<td>Modification of instructional strategies, content complexity, and assignments to meet the individual needs of students</td>
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<tr>
<td>Term</td>
<td>Description</td>
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<tr>
<td>Differentiation Specialist</td>
<td>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.</td>
</tr>
<tr>
<td>Divergent Thinking</td>
<td>Thinking which results in novel, unique, or creative solutions or answers to a problem.</td>
</tr>
<tr>
<td>Dual Enrollment</td>
<td>High school students taking college courses, middle school students taking high school courses, or elementary students taking middle school courses.</td>
</tr>
<tr>
<td>Enrichment</td>
<td>Activities that add or go beyond the existing curriculum. Activities may occur in the classroom or in a separate setting.</td>
</tr>
<tr>
<td>EOG or EOC</td>
<td>North Carolina End-of-Grade test; North Carolina End-of-Course test.</td>
</tr>
<tr>
<td>English Language Learner (ELL or ESL)</td>
<td>English Language Learners are students who are learning English as a new language.</td>
</tr>
<tr>
<td>Flexible Grouping</td>
<td>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.</td>
</tr>
<tr>
<td>Gifted Processes and Support Team (GPS)</td>
<td>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.</td>
</tr>
<tr>
<td>Grade Advancement</td>
<td>Students who advance to the next grade level for the school day in all subject areas once criteria is met.</td>
</tr>
<tr>
<td>Higher-Order Thinking Skills</td>
<td>Activities and questions that use analysis, synthesis, and evaluation to encourage thinking processes at the highest level.</td>
</tr>
<tr>
<td>Honors Classes</td>
<td>Advanced courses with an accelerated and challenging curriculum provided by the middle or high school.</td>
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<tr>
<td>Term</td>
<td>Description</td>
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<tr>
<td>Independent Study</td>
<td>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</td>
</tr>
<tr>
<td>Instructional Facilitator (IF)</td>
<td>An educator assigned to a school who supports, monitors, and coaches teachers to best meet the needs of all learners</td>
</tr>
<tr>
<td>Intelligence</td>
<td>The ability to acquire and apply knowledge</td>
</tr>
<tr>
<td>Interdisciplinary Curriculum</td>
<td>The blending of content for two or more academic areas or disciplines</td>
</tr>
<tr>
<td>International Baccalaureate (IB)</td>
<td>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.</td>
</tr>
<tr>
<td>Iowa Acceleration Scales (IAS)</td>
<td>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</td>
</tr>
<tr>
<td>Intellectually Gifted (IG)</td>
<td>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.</td>
</tr>
<tr>
<td>I-SS</td>
<td>Iredell-Statesville Schools Local Educational Agency (LEA)</td>
</tr>
<tr>
<td>Learning Contract</td>
<td>Agreement between student and teacher that outlines content to be learned and presentation options</td>
</tr>
<tr>
<td>Learning Styles</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Learning Management System (LMS)</strong></td>
<td>Software application for the administration, documentation tracking, reporting and delivery of electronic educational material</td>
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<tr>
<td><strong>Mentor</strong></td>
<td>A tutor or coach who provides education and support in an area of expertise</td>
</tr>
<tr>
<td><strong>MTSS</strong></td>
<td>Multiple Tiered Systems of Support used to refer to the leveling of interventions and enrichment to meet the individual learning needs of a student</td>
</tr>
<tr>
<td><strong>North Carolina Standard Course of Study (NCSCOS)</strong></td>
<td>The state curriculum taught in North Carolina public schools</td>
</tr>
<tr>
<td><strong>Nurture</strong></td>
<td>To support and encourage students with high academic potential</td>
</tr>
<tr>
<td><strong>Portfolio</strong></td>
<td>A specific collection of work samples which profile the student's ability in math and/or reading</td>
</tr>
<tr>
<td><strong>PowerSchool</strong></td>
<td>A centrally accessed data information portal where data is stored electronically and reported in a safe, secure manner</td>
</tr>
<tr>
<td><strong>Professional Learning Communities (PLC)</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>Problem-based Learning (PBL)</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>Rubric</strong></td>
<td>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.</td>
</tr>
<tr>
<td>Scales for Identifying Gifted Students (SIGS)</td>
<td>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</td>
</tr>
<tr>
<td>Slocumb-Payne Teacher Perception Inventory</td>
<td>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</td>
</tr>
<tr>
<td>Social Emotional Learning (SEL)</td>
<td>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</td>
</tr>
<tr>
<td>Socratic Seminar</td>
<td>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</td>
</tr>
<tr>
<td>Subject Advancement</td>
<td>Students who advance to the next grade level for a subject once criteria is met</td>
</tr>
<tr>
<td>Tiered Assignments</td>
<td>A differentiated instructional strategy in which students all work toward the same goal, but activities are geared toward each student's level of understanding</td>
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<tr>
<td>Twice Exceptional</td>
<td>A term used to describe a student that is both gifted and disabled; these students may also be referred to as having dual exceptionalities</td>
</tr>
<tr>
<td>Underachievement</td>
<td>A term used to describe the discrepancy between a student's performance and the potential or ability to perform at a much higher level</td>
</tr>
<tr>
<td>Underrepresented Populations</td>
<td>Groups of students not traditionally identified by standard measurements who may show gifted characteristics</td>
</tr>
<tr>
<td><strong>Universal Talented and Gifted Screener (UTAGS)</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>Virtual I-SS (VISS)</strong></td>
<td>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</td>
</tr>
</tbody>
</table>

The Local AIG Plan glossary is provided in an uploaded document.