Mission/Vision Statement and Funding

Mooresville Graded School District (491) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and related to NC's AIG legislation, Article 9B (N. C. G. S. 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 2025-2028. This Local AIG Plan has been approved by the LEA's local Board of Education or charter school's board of directors and sent to NC DPI for review and comment.

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

* Mission and/or Vision Statement(s)

Vision: Empowering gifted learners to grow, thrive, and succeed.

Mission: Providing differentiated support and opportunities for all gifted learners to reach their full potential.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 349,947.00	* $ 0.00	* $ 0.00	* $ 0.00

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Standard 1: Student Identification

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

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

MGSD employs multiple pathways for AIG identification, combining universal screening opportunities with referrals from teachers, staff, students, and parents/guardians. This approach ensures that all students have multiple opportunities to demonstrate their strengths and talents.

Screening & Referral Processes

- Kindergarten & 1st Grade:
  - Aside from Early Entrance to Kindergarten, most students in K-1 are not formally identified as gifted.
  - If a referral is made, the Elementary AIG Specialist reviews multiple data points and ensures that appropriate enrichment and talent development services are provided.
  - If parents submit private aptitude testing results, school-based academic data may be used to determine eligibility for AIG identification.
- 2nd Grade Universal Aptitude Screening):
  - The first districtwide universal aptitude screening occurs in the spring of 2nd grade using the Cognitive Abilities Test (CogAT).
- Ongoing Universal Screenings & Data Monitoring for 2nd grade and up:
  - Students participate in multiple academic universal screenings throughout the school year (e.g., Dibels, iReady, ExactPath, EOG/EOC testing), which provide longitudinal data on student performance using local, state, and/or national norms.
  - By middle school, EVAAS predicted scores (a measure of student potential) serve as an additional aptitude screener.
  - AIG specialists maintain a data sheet tracking student performance on these assessments to identify potential giftedness. Using this data, AIG specialists refer students who show potential but are not yet identified for further screening.
  - AIG specialists also utilize the data when a referral comes from other teachers or school staff, parents/guardians, or students themselves. These initial referrals may be submitted via Google form or through an email, a ParentSquare message, or even an informal conversation. Regardless of the communication method, the student is added to the specialist's data tracking sheet.

- All referred students receive further screening through qualitative/quantitative data collection to determine if AIG identification is appropriate. Even if these students are not identified YET, it may be determined that a trial in an honors or enrichment group is appropriate for talent development, and data will be tracked going forward.
- Below the narrative is a timeline to show the process in more detail.

Screening for Transfer Students

- Because universal screening timelines may vary in other school districts, MGSD ensures that transfer students are not overlooked.
- AIG specialists collaborate with data managers to review records of newly enrolled students:
  - Grades K-2: Screening would not happen in MGSD until the end of 2nd grade. However, if a student enrolls that has been identified as gifted in their previous school, the AIG specialist will review their data and reach out to parent/guardian and teachers.
  - Grades 3-5: If a student has not taken the CogAT or a similar aptitude assessment, they will have the opportunity to do so in the spring.
  - Grades 6 and up: The AIG specialist or school personnel reviews the student's testing history and academic performance to determine appropriate placement (Standard vs. Honors). AIG Specialist will determine if Universal Screener and/or OLSAT should be given for possible identification.
  - If a student has no history of gifted identification but shows strong academic potential, the AIG specialist collects additional data as needed to determine eligibility.
  - More details on transfer student identification can be found in Standard 6, Practice I.

By implementing multiple identification pathways, universal screening measures, and data-driven monitoring, MGSD ensures that all students—regardless of background or prior district placement—have equitable access to gifted education services.

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

MGSD considers multiple quantitative data points (aptitude and achievement) as well as qualitative data in order to develop a comprehensive learner profile. Below is an outline of the various data collected at each grade level and the identification it may lead to. In addition, any data points that a student transfers in with from another district or that is from outside sources (private educational psychologist) can be considered within the learner profile as well. Once the data is collected, it is analyzed to determine if there is a need for identification and services beyond the regular education program. Students may be identified in the following areas:

IG **AR** **AM** **AG** **AI**

Intellectually Gifted	Academically Gifted in Reading	Academically Gifted in Math	Academically Gifted in Reading & Math	Academically & Intellectually Gifted
1 qualifying area (Higher Aptitude)	2 qualifying areas (Aptitude + Reading Achievement)	2 qualifying areas (Aptitude + Math Achievement)	3 qualifying areas (Aptitude + Reading and Math Achievement)	3 qualifying areas (Higher Aptitude + Reading and Math Achievement)
Students scoring at or above 96%ile on the composite of an aptitude assessment	Students who earn at least 5 points on the district scoring grid* related to reading	Students who earn at least 5 points on the district scoring grid* related to math.	Students who meet the criteria for both AR and AM.	Students who meet the criteria for both IG and AG.

Grade	**Aptitude**	**Achievement**	**Other Considerations**	**Identification**
K-1	Students with early entrance to kindergarten submit outside aptitude scores.	Students with early entrance to kindergarten submit outside achievement scores.		If admitted early to K, the student is identified as AI.
	No aptitude assessments are given by MGSD, but parents may submit outside testing for consideration if desired.	Students with well above average performance on Dibels (Reading) and iReady (Math) assessments are noted.		If a student transfers to MGSD with an identification from a previous district, that identification will be maintained.

Grade	Aptitude	Achievement	Other Considerations	Identification
2	Universal Screening via CogAT The highest percentile by age score (NPA) in each area below is used for identification: Reading - Verbal, Overall Composite Math - Quantitative, Nonverbal, Overall Composite Intellectual - Overall Composite	Universal Academic Screener / Diagnostic (example Dibels for reading; iReady for math)	HOPE Rating Scale ** Environmental Consideration Assessment Form (ECA) **	IG - Students scoring at or above 96%ile on an aptitude assessment AR - Students who earn at least 5 points on the district scoring grid* related to reading AM - Students who earn at least 5 points on the district scoring grid* related to math. AG - Students who meet the criteria for both AR and AM. AI - Students who meet the criteria for both IG and AG. See the chart below for more info on each of these identifications.
3-5	New to MGSD students with no aptitude on file take CogAT; Other students, by referral, take OLSAT or CogAT as additional measure Components for each subject are the same as 2nd grade.	Reading: BOG, Reading Diagnostic Composite, average of NC Check-In locally normed, NC EOG Math: Math Diagnostic composite, iReady, average of NC Check-Ins locally normed, NC EOG		
6-8	CogAT/OLSAT may be given for referred students with no or expired score on file, including those new to	Reading: Universal Reading Screener, NC EOG, average of NC Check-Ins		

MGSD

Grade	Aptitude	Achievement	Other Considerations	Identification
	EVAAS Projected State Performance on Math, Reading, and/or ACT may be used in lieu of CogAT/OLSAT. PreACT / PSAT scores may be used as a multiple aptitude measure.	Math: Universal Math Screener, NC EOG/C, average of NC Check-Ins		
9-12	CogAT/OLSAT may be given for referred students with no or expired score on file	Reading: Universal Reading Screener, NC EOG/C, average of NC Check-Ins		

Grade	Aptitude	Achievement	Other Considerations	Identification
	EVAAS Projected State Performance on Math, Reading, and/or ACT may be used in lieu of CogAT/OLSAT. PreACT / PSAT / ACT / SAT scores may be used as a multiple aptitude measure.	Math: Universal Math Screener, NC EOG/C, average of NC Check-Ins, NC EOG/C		

*The district scoring grid is where all of the data points above are collected and analyzed. Students receive points for aptitude (85-89% = 1 points, 90 - 94% = 2 points, 95 - 99% = 3 points), subject specific achievement (85-89% = 1 points, 90 - 94% = 2 points, 95 - 99% = 3 points), and other considerations (Hope Rating Scale 60+ = 1 point, ECA 1+ = 1 point).

**The HOPE Rating Scale and Environmental Consideration Form will be explained in detail in practice C.

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* **Practice C**

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

MGSD is committed to ensuring that AIG screening, referral, and identification procedures are responsive to the district's demographics and address underrepresentation among culturally, linguistically, and economically diverse populations, as well as students with exceptionalities.

Current Demographic & AIG Representation Data

Based on the most recent LEA demographic data, MGSD's student population is:

- 55% White
- 19% Black
- 16% Hispanic

- 2% Asian
- 8% Multiracial

The AIG population breakdown is:

- 74% White
- 8% Black (up from 5% in previous years)
- 7% Hispanic (up from 5% in previous years)
- 3% Asian
- 8% Multiracial

Therefore, the two main underrepresented populations in the MGSD AIG program are Black and Hispanic. While recent changes in the 2022-2025 AIG plan—most notably, the use of individual verbal, quantitative, and nonverbal battery percentiles instead of only composite scores—have helped, significant gaps remain.

Additional Student Group Data & Observations

- Gender Representation: 334 female and 387 male students are identified as gifted. The district is 49% female / 51% male, so these numbers (46% and 54% respectively) are slightly skewed and something to continue to monitor.
- Multilingual Learners (MLs): MLs make up 7% of MGSD, but only 3% of identified gifted students.
- Students with 504 Plans: While 7% of MGSD students have a 504 plan (for ADHD, autism, or other disabilities), only 3% of AIG students fall into this category.
- Twice-Exceptional Students: A small number of students are identified as gifted in one area while having an IEP for a disability in another.
- Economically Disadvantaged Students: Identifying gifted students who are economically disadvantaged (as determined by free/reduced lunch status) presents a greater challenge due to the anonymity of this data. However, trends indicate that this is an underrepresented group in most schools.

Strategies to Address Underrepresentation

Continued Use of Alternative Identification Measures
To reduce bias in standardized testing and minimize potential gatekeeping, MGSD employs the following qualitative tools:

- HOPE Rating Scale: Identifies academic and social-emotional characteristics of gifted students who may not excel on traditional tests.
- Environmental Consideration Assessment (ECA) Form: Accounts for students facing learning challenges due to factors such as IEP/504 status, ethnic background, home language, or economic disadvantage.

- Students excelling in P.E.T.S.™ talent development will be flagged by the AIG specialist for further screening.

Identification Initiative (Top 20% Student Group Analysis)
A new strategy introduced in this plan cycle will involve automatic referrals for further evaluation for students in the top 20% in all student groups on both aptitude and achievement tests. This will ensure that all students, and specifically those in our underrepresented groups (Black, Hispanic, Multilingual Learners, and Students with 504 Plans) have not been overlooked for AIG identification and programming.

- These students will undergo additional data collection and observational assessments such as the HOPE Rating Scale.
- AIG specialists will collaborate with school counselors, Exceptional Children's (EC) teachers, and ML teachers to ensure a holistic evaluation of student potential.
- If warranted, students may be given an alternative assessment to provide additional insights, for example CogAT with Native Language Support, where directions can be read aloud in the student's native language.

Even if a student in the top 20% of their student group is not formally identified as AIG, they will be flagged for talent development opportunities, which are further detailed in Standard 2.

By implementing data-driven strategies, alternative assessments, and targeted interventions, MGSD ensures that all students—regardless of background—have equitable access to gifted identification and services.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	23.81%	5.41%	5.64%	---	10.41%	---	16.47%
Male	21.31%	<5%	5.02%	---	14.73%	---	17.38%
Total	22.33%	5.00%	5.33%	---	12.58%	---	16.95%

Percent of Total AIG Students Identified as Dual Exceptionality
<5%

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

Mooresville is a small district of 5,800 students across nine schools, supported by two AIG specialists. This structure allows for greater consistency in screening, referral, and identification processes compared to larger districts.

The AIG Coordinator / Director of Elementary Instruction, Director of Secondary Instruction, and Elementary and Secondary AIG specialists, hereafter identified as the CORE AIG team, develop and maintains a year-long AIG calendar—one for elementary and one for secondary—with key dates to ensure alignment

among the AIG Coordinator, AIG specialists, and district administrators. At monthly CORE AIG team meetings, the team monitors and discusses processes, documentation, and other relevant topics, enabling specialists to deliver consistent messages and practices across their assigned schools. To maintain uniformity in procedures, paperwork, and digital communication, details such as meeting invitations, DEPs, and record keeping are standardized districtwide. The AIG specialists collaborate on shared spreadsheets for tracking headcounts, identification data, and other key information. These tools ensure that data is accurately managed and accessible to all stakeholders involved in the process. In addition, during key assessment periods, especially at the end of each semester, the elementary and secondary AIG specialists meet more frequently to address any questions, special cases, or concerns that may arise.

The AIG Advisory Committee's (a group that will be described in detail in Standard 5 Practice C) goal is 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 composed of community members, AIG parents/ guardians, AIG teachers, and other instructional and support staff. The AIG Advisory Committee reviews these processes twice per year to provide additional oversight and feedback, reinforcing district-wide consistency. This collaborative approach, coupled with clear communication and shared tools, ensures that Mooresville maintains a consistent and effective AIG program across the district.

* **Practice E**

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

The dissemination of information regarding the screening, referral, and identification process is essential for transparency and accessibility. Due to the complexity of multiple data points (quantitative and qualitative) and individual student circumstances, MGSD has developed clear communication strategies tailored to different stakeholder groups.

School Personnel

- AIG specialists share relevant information with school personnel through multiple channels:
  - At the beginning of each school year a presentation, "AIG 101," is shared with staff. It contains pertinent AIG information including referrals and identification, and can be referenced throughout the year as a handbook.
  - Prior to fall and spring identification periods, they attend PLC or staff meetings to communicate the screening, referral, and identification process for grades 2 and up.
  - They meet with school counselors, multilingual teachers, and other specialists to clarify their key roles in the process.
  - Follow-up emails and staff newsletter blurbs reinforce key details and ensure ongoing awareness.

Parents/Guardians

- Annual Informational Meeting:
  - A CORE AIG Team member holds an informational meeting for parents/guardians each year on the referral and identification process.

- Beginning in 2025, this session will be integrated into the AIG Information Fair, providing families with a dedicated session on screening, referral, and identification at various grade levels, with time for questions and discussion.

- Family Newsletters:
  - AIG specialists include a brief digital summary of the screening and identification process in their family newsletters.
- Universal Screening and/or Additional Testing Notifications:
  - Parents of 2nd grade students and any newly enrolled students (grades 3 and up) receive written notification prior to aptitude universal screening.
  - If additional screening is warranted (for students at any grade level), parents receive a digital permission form via ParentSquare.
  - Once the screening process is complete, parents are notified of the results through ParentSquare.

Students

- Elementary Students:
  - Most communication comes through parents sharing information received from MGSD.
  - Individual conversations with teachers and AIG specialists also provide clarification.
- Middle & High School Students:
  - Beginning in 6th grade, students are invited to the AIG Information Fair, helping them better understand the screening and identification process as well as available services.
  - Students also may request information directly from their school counselors or the Secondary AIG Specialist.

Community-at-Large

- The AIG section of the MGSD district website (which is translatable into the reader's native language and meets all accessibility requirements) provides publicly accessible information including:
  - A detailed explanation of the screening, referral, and identification process including a video demonstration of a completed scoring grid.
  - A scoring grid outlining the eligibility criteria.
  - A timeline to visually explain the process.
  - Contact information for the AIG Coordinator and AIG specialists for those seeking additional details.

By ensuring that school personnel, parents, students, and the community have access to clear, consistent, and timely information, MGSD fosters transparency and accessibility in the gifted identification process, ensuring all stakeholders are well-informed and engaged.

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

The district AIG specialists are responsible for documenting and maintaining evidence gathered to support AIG identification decisions. This process ensures transparency, facilitates future monitoring, and allows for seamless collaboration as students progress through grade levels.

Data Collection & Documentation Process

- AIG specialists collect results for all students on relevant data points as detailed in Practice A.
- Scores for students referred for further screening are transferred to a shared spreadsheet, which also includes:
  - Additional qualitative data (e.g., HOPE Rating Scale, observational notes).
  - Supporting documents (Environmental Consideration Form, if applicable).
- Maintaining digital records allows for efficient data tracking and collaboration across schools.

If a Student Does NOT Qualify for AIG Identification

- Parents/guardians receive a digital communication via ParentSquare (in the student's native language) with:
  - A summary of the student's scores.
  - An explanation of why the student did not qualify.
- AIG specialists:
  - Retain the student's data in the spreadsheet and store paper documentation in a "does not qualify" file.
  - Place students who are close to qualifying or identified in only one subject area on a watch list for ongoing monitoring.

If a Student Qualifies for AIG Identification

- The AIG specialist:
  - Completes the district scoring grid and develops a Differentiated Education Plan (DEP).
  - Places a copy of the scoring grid in the student's cumulative folder, ensuring documentation follows the student if they transfer out of MGSD.
  - Updates PowerSchool to reflect AIG identification.

- Stores the scoring grid, DEP, and supporting documents (e.g., HOPE Rating Scale, Environmental Consideration Form) in the student's AIG folder.

- The AIG folder follows the student from elementary to middle school, transferring from the Elementary AIG Specialist to the Secondary AIG Specialist when the student moves from fifth to sixth grade.

Parent Notification & Meeting

- Upon initial qualification, parents/guardians receive a ParentSquare notification (in their native language) announcing the identification decision and inviting them to a meeting.
- During this meeting:
  - Parents receive a detailed score report.
  - The DEP is presented and explained.
  - Parents have the opportunity to ask questions about the AIG program.
- If a student adds an additional area of identification (e.g., moving from AM to AG), parents receive:
  - A digital notification and DEP update.
  - A meeting is optional, unless specifically requested.

By implementing a clear and structured documentation process, MGSD ensures that AIG identification decisions are well-supported, efficiently maintained, and effectively communicated to families, fostering transparency and continuity in gifted education services.

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

MGSD develops and maintains a Differentiated Education Plan (DEP) for each identified AIG student to ensure that curriculum and instructional services align with their academic and social-emotional needs. The DEP serves as a personalized roadmap, outlining how gifted services will be provided and ensuring a continuum of support from elementary through high school.

DEP Development & Review Process

- Initial DEP Creation:
  - A DEP is developed at the time of AIG identification, outlining specific services based on the student's identification label (more info provided in Standard 2).

- Parents/guardians are given the opportunity to review and approve the DEP, ensuring that they understand the differentiated services their child will receive.

- Annual DEP Review & Updates:
  - Each year, parents/guardians provide input through a "Glows and Grows" reflection, where they highlight their child's strengths and areas for growth.
  - Students work collaboratively with AIG specialists to review feedback from teachers and parents and craft a personalized DEP goal that reflects their academic and personal growth aspirations.
  - AIG specialists ensure that the DEP accurately documents the services provided, adjusting them as needed to reflect the student's progress and school transition needs.

DEP Communication & Parent Collaboration

- DEPs are shared and discussed with parents annually, either through in-person meetings, virtual conferences, or digital review platforms.
- Parents have the opportunity to ask questions, request modifications, and ensure that the DEP aligns with their child's academic and social-emotional development.

By making the DEP a dynamic, student-centered document, MGSD ensures that AIG students receive personalized, effective programming that evolves with their needs and supports them through key academic transitions.

*** Ideas for Strengthening the Standard**

MGSD is refining its approach to identification in order to ensure more equitable access at all grade levels. Key changes include moving universal screening from 3rd to 2nd grade, expanding the use of existing data sources to inform screening decisions, and a more clearly defined referral and screening plan at the secondary level. The identification scoring grid has been revised so that aptitude and achievement are equally weighted. In a continued effort to address underrepresentation, MGSD will now automatically refer the top 20% of students from each subgroup for further screening. DEPs themselves are evolving to include parent input and a student-generated goal focused on durable skills, with annual reviews continuing through high school.

Planned Sources of Evidence

*	Identification Flow Chart
*	2nd Grade CogAt Letter
*	New Student CogAT Letter

*	Permission to Screen
*	Scoring Grid
*	DEP Goals Input - Parents
*	School AI Goal Setting ChatBot
*	DEP Goals Input - Students
*	Differentiated Education Plan Elementary
*	Differentiated Education Plan Secondary
*	DEP Review - Additional Subject
*	DEP Review - No Change in ID
*	DEP Response Form. - Parent Signature
*	MGSD AIG Data Snapshot 2024-2025 (Slides 1-4)
*	AIG 101 (when created)

Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	AIG Glossary of Terms and Acronyms Identification Flow Chart 2nd Grade CogAT Letter New Student CogAT Letter Scoring Grid

- School AI Goal Setting ChatBox
- Permission to Screen
- DEP Goals Input - Students
- Differentiated Education Plan - Elementary
- Differentiated Education Plan - Secondary
- HOPE Rating Scale
- Environmental Consideration Form
- DEP Review - Additional Subject
- DEP Review - No Change in ID
- DEP Response Form - Parent Signature
- MGSD AIG Data Snapshot 2024-2025 (Slides 1-4)
- DEP Goals Input - Parents

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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 AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

MGSD offers a variety of services to address the academic and intellectual needs of gifted learners, the majority beginning in 3rd grade, which is when more widespread services begin. The chart below provides an overview of services offered; details specific to individual students are outlined on their Differentiated Education Plan, which is described in detail in Standard 1, Practice G.

	IG	AM / AR / AG	AI
K-2	Students are monitored by the Elementary AIG Specialist and served via consultation with the homeroom teacher. They participate in enrichment and/or extension activities during Enrichment/Remediation/Intervention (ERI) time. First and second graders will participate in a curriculum that encourages the development of durable skills, leadership, problem solving, and creative thinking. Finally, students who enroll as early entrance to kindergarten or are otherwise flagged as high are encouraged to enroll in the dual immersion program as the Spanish learning provides enrichment beyond the traditional curriculum.		

	IG	AM / AR / AG	AI
3-5	Students are placed in a gifted cluster. Students participate in enrichment activities at least 2x per month for 30 minutes with the Elementary AIG Specialist. Students participate in a curriculum which encourages the development of durable skills, leadership, problem solving, and creative thinking.	Students are placed in a gifted cluster within their reading and/or math class. The AIG certified or locally endorsed teacher, with support from the Elementary AIG Specialist, can provide enrichment, extension, and/or acceleration through curriculum compacting in order to provide an appropriately challenging CORE curriculum. Students participate in enrichment and/or extension activities 2 days per week for at least 40 minutes in each subject they are identified in during the Enrichment/Remediation/Intervention (ERI) time. These activities, led by the Elementary AIG Specialist, AIG certified tutor, or certified/endorsed classroom teacher encourages durable skills such as collaboration, communication, creativity, and critical thinking and develop leadership skills.	Students participate in the activities designed for IG students AND for AG students listed in the columns to the left.
6-8	Secondary AIG Specialist will provide seminars twice a year in which AIG students work on goal setting and self-assessment of Portrait of a Graduate competencies. Secondary AIG Specialist will review Career	Students participate in honors courses for both reading and math. The teacher, with support from the Secondary AIG Specialist, can provide enrichment and/or extension in order to provide an appropriately challenging CORE curriculum. Acceleration is offered for math and Spanish.	Students participate in the activities designed for IG students AND for AG students listed in the columns to the left.

IG	AM / AR / AG	AI
Development Plans with 8th graders.		
	7th & 8th grade students may apply for Credit by Demonstrated Mastery (CDM) and accelerate courses for which they successfully complete the criteria.	
Secondary AIG Specialist will work with IG-identified students to recommend in-school clubs that align with their talents and interests, such as logic puzzles, origami, jigsaw puzzles, chess, etc.		
	8th grade students have the opportunity to enroll in Early College for high school.	
	Students are clustered in Enrichment/Remediation / Intervention (ERI) in-school blocks. AIG ERI blocks will have AIG-certified / locally endorsed teachers by the end of the plan cycle. ERI Teachers will use a variety of resources specific to higher-order thinking.	
	Secondary AIG Specialist pushes into Honors courses to provide additional instructional support specific to AIG students.	
	Secondary AIG Specialist will provide seminars twice a year in which AIG students work on goal setting and self-assessment of Portrait of a Graduate competencies.	
	Secondary AIG Specialist will review Career Development Plans with 8th	

	IG	AM / AR / AG	AI
		graders.	
9-12	Secondary AIG Specialist will provide seminars twice a year in which AIG students work on goal setting and self-assessment of Portrait of a Graduate competencies.	Students have a variety of course options that provide enrichment, extension, and/or acceleration - including Honors, Advanced Placement (AP), Dual Enrollment through Mitchell Community College, and CTE.	Students participate in the activities designed for IG students AND for AG students listed in the columns to the left.
	Secondary AIG Specialist will review Career Development Plans.	Students may apply for Credit by Demonstrated Mastery (CDM) and accelerate courses for which they successfully complete the criteria.	
	Secondary AIG Specialist will work with IG-identified students to recommend courses that align with their talents and interests, such as Career and Technical Education, world languages, computer sciences, and arts.	Students may take up to 2 classes online over the summer to satisfy graduation requirements and to allow openings in their regular semester schedule for higher level AP / Dual Enrollment courses.	
		Students may apply for a variety of other options available outside of Mooresville High School including North Carolina Virtual Public School (NCVPS), Governor's School, and North Carolina School of Science and Math (NCSSM).	
		Secondary AIG Specialist pushes into Honors courses to provide additional instructional supports specific to AIG students.	

IG	AM / AR / AG	AI
	Secondary AIG Specialist will provide seminars twice a year in which AIG students work on goal setting and self-assessment of Portrait of a Graduate competencies.	
	Secondary AIG Specialist will review Career Development Plans.	

The framework above meets the academic and intellectual needs of most students, but MGSD recognizes the need to differentiate, even for students with the same identification area. If a student and parent feel, for example, that placement in a gifted cluster or honors class is not the best setting for a student, alternate placement can be made and the student can be served through consultation between the teacher and the Secondary AIG Specialist.

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*** Practice B**

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

MGSD offers a variety of services to address the social and emotional needs of gifted learners identified in any gifted area. The chart below provides an overview of services offered; details specific to individual students are outlined on their Differentiated Education Plan (DEP), which is described in detail in Standard 1, Practice G. Each school, K-12, has a school counselor who works with teachers to deliver the adopted SEL curriculum. Those counselors collaborate with AIG specialists, teachers, school social workers, and other involved personnel to ensure that the needs of the whole child are being met. These collaborations occur at PLC meetings, MTSS Kid Talks (which include representatives from student services, the Multilingual Learner and EC departments, and grade level teachers - including those cluster teachers with AIG certification / local endorsement), and organically on an as needed basis as concerns about individual students arise. Social and emotional needs also are discussed broadly at AIG advisory meetings, as this is a time when stakeholders from a variety of areas are able to come together with the singular focus of AIG identified students. Recommendations from these meetings help direct future offerings.

K-2	The school counselor collaborates with classroom teachers of AIG students to ensure that the adopted SEL curriculum (QuaverReady) is personalized, as appropriate, for identified AIG students. The lessons are taught daily as part of morning meeting. The Elementary AIG Specialist is available for consultation if needed.

3-5	The school counselor collaborates with AIG cluster teachers to ensure that the adopted SEL curriculum (QuaverReady) is personalized, as appropriate, for identified AIG students. The lessons are taught daily as a part of morning meeting. In addition, identified students' DEPs list additional SEL support as needed, which can be 1:1 or small group. With parent permission, the school counselor, Elementary AIG Specialist, AIG certified tutor, administrators, and/or school based mental health professionals meet with these students to address AIG-specific needs such as anxiety, perfectionism, friendship, and more. This can be in the form of a book study, bibliotherapy, or other counseling.
6-8	The instructional leadership team (including administrators, instructional coach, and Secondary AIG Specialist) collaborates with classroom teachers of AIG students to ensure that the adopted SEL curriculum (Capturing Kids Hearts) is personalized, as appropriate, for identified AIG students. The lessons are taught one day each week during the Enrichment/Remediation/Intervention (ERI) time. The Secondary AIG Specialist will pull AIG students twice a year for an AIG-programming event, which includes social-emotional resources, activities, or topics. Counselors, administrators, and school-based mental health providers are available to meet with individuals or small groups, as needed, to address AIG-specific needs such as anxiety, perfectionism, friendship, and more.
9-12	The instructional leadership team (including administrators, instructional coach, and Secondary AIG Specialist) collaborates with classroom teachers of AIG students to ensure that the adopted SEL curriculum (Character Strong Program) is personalized, as appropriate, for identified AIG students. The lessons are taught each Monday for "Motivational Monday" during the Enrichment/Remediation/Intervention (ERI) time. The Secondary AIG Specialist will pull AIG students twice a year for an AIG-programming event, which include social-emotional resources, activities, or topics. Counselors, administrators, and school-based mental health providers are available to meet with individuals or small groups, as needed, to address AIG-specific needs such as anxiety, perfectionism, friendship, and more.

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* **Practice C**

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

In MGSD, the Director of Elementary Instruction also serves as the AIG Coordinator, a multifaceted role that naturally facilitates the integration of the AIG program with district priorities. This position ensures that AIG perspectives are included in key decision-making processes, such as the creation of the district strategic plan and school improvement plans, where the needs of gifted students are thoughtfully addressed. Direct connections to the MGSD Strategic Plan will be noted in Standard 4 Practice G. The district recognized the need for additional support for AIG students and teachers; therefore, resources were allocated to add an Elementary AIG Specialist (in 2022) and Secondary AIG Specialist (in 2024).

Additionally, the AIG Advisory Committee, detailed further in Standard 5 Practice C, plays a critical role in connecting AIG services with district policies and priorities. By bringing together a diverse group of stakeholders, the board facilitates meaningful conversations and ensures alignment across initiatives. Furthermore, AIG specialists contribute to this integration by actively participating in PLC meetings and collaborating with other departments, such as Exceptional Children and Multilingual Learners. These efforts create a cohesive network that supports the success of AIG students within the district's broader educational framework.

Since the district's digital conversion in 2007, technology has been a cornerstone of Mooresville's priorities, requiring significant financial resources to maintain its 1:1 status. This investment not only supports personalized learning but also enables innovative and creative lessons that align seamlessly with the needs of AIG students. The use of technology enhances opportunities for differentiation and fosters engagement among gifted learners.

* **Practice D**

Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.

MGSD has established intentional and flexible grouping procedures to support the achievement and growth of AIG students and other advanced learners. During the summer months, AIG specialists and administrators collaborate to ensure that AIG students are strategically placed in gifted clusters at the elementary level, honors and enrichment classes at middle school, and in honors/advanced classes at the high school level. These students are matched with teachers who are AIG-certified or have completed (or are working on) the district's local endorsement coursework, ensuring they receive instruction from educators well-equipped to meet their advanced learning needs.

Teachers use formative assessment data to guide their instruction and grouping practices. This dynamic approach allows for frequent adjustments to student groupings based on ongoing skill mastery. Students who demonstrate early mastery of skills are provided with opportunities for enrichment or extension activities, enabling them to delve deeper into concepts or explore new areas of interest.

Throughout the school year, the MTSS team (which includes representatives from student services, the Multilingual Learner and EC departments, grade level teachers - including those cluster teachers with AIG certification / local endorsement, AIG specialists, etc.) reviews assessment data and engages in data discussions. During this time groups are restructured for ERI time in order to add high achieving students with gifted potential to enrichment groups to help meet their learning needs. Additionally AIG student data is monitored to ensure that they are on track for meeting or exceeding growth.

By combining purposeful placement with flexible, data-driven grouping practices, MGSD ensures that AIG students and other advanced learners are consistently challenged and supported in ways that foster their academic growth and achievement.

* **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.

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elementary level, honors and enrichment classes at middle school, and in honors/advanced classes at the high school level. These students are matched with teachers who are AIG-certified or have completed (or are working on) the district's local endorsement coursework, ensuring they receive instruction from educators well-equipped to meet their advanced learning needs.

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* **Practice F**

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

As a small district, MGSD benefits from streamlined communication between teachers and schools, ensuring an effective continuation of K-12 AIG services, particularly at key transition points. With only two AIG specialists, the process of managing transitions and communicating student needs is highly efficient and personalized.

The CORE AIG team collaborates closely, holding formal monthly meetings to discuss program updates, while AIG specialists engage in frequent informal communication to address student transitions and immediate needs. All MGSD schools have processes in place for receiving teachers to glean information from previous teachers on individual students (vertical meetings, matriculation cards, cumulative folders, course recommendations, etc).

To ensure continuity of services at transition years, administrators, teachers, and AIG specialists hold meetings at critical points to discuss pertinent information, ensuring their new school staff are well-prepared to meet their students' unique needs.

- 2nd to 3rd Grade – This transition is significant as formal AIG identification begins at the end of 2nd grade.
- 5th to 6th Grade (Elementary to Middle School) – This transition is significant as students now have more options for classes, extra-curricular, etc . There is also a transition from the elementary AIG Specialist being their advocate and case manager to the secondary specialist. A student's AIG folder is passed from the Elementary AIG Specialist to the Secondary AIG Specialist, containing:
  - The student's initial identification data.
  - A copy of all DEPs/DEP Reviews from previous years.
- 8th to 9th Grade (Middle to High School) – This transition is significant because student academic and extra-curricular options expand once again in high school and their social and emotional needs can become heightened.

By fostering consistent communication and structured transition meetings, MGSD ensures that AIG students receive the necessary academic and social-emotional support at every stage of their educational journey.

* **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.

MGSD provides multiple pathways for academic acceleration to meet the needs of high-ability and high-achieving students. To ensure all stakeholders are informed, we emphasize consistent communication and access to information. The annual AIG information fair connects students and families with information on acceleration options, including dual enrollment, AP courses, CDM, and more, helping them prepare for available opportunities.

- **Curriculum Compacting:** Prevalent in AIG cluster and honors classes, this strategy allows teachers to adjust instruction for advanced learners. Training on compacting is part of the Local Endorsement coursework, and teachers are supported in this endeavor by the AIG specialists. A special type of curriculum compacting is subject acceleration. Middle school math, for example, is compacted in a way that ensures readiness for Math 1 by 8th grade. Spanish 1 also is available in middle school for high school credit. Subject acceleration can be done on a case by case basis in K-5 as well, allowing, for example, a first grade student to attend reading instruction in a second grade class. This is rare and would need the permission of administration as well as a plan for continuance when the next higher grade span course is on a different school campus.

- **Grade Acceleration:** This option, while rare, is available upon request from parents or teachers for students demonstrating unusual levels of academic achievement and ability. The process begins with completion of the Iowa Acceleration Scale (IAS) to evaluate the student's readiness. This includes reviewing ability, academic performance, social-emotional development, and environmental factors, such as grade level and community support. If IAS results support acceleration, the school principal coordinates a meeting with the student's family, the AIG Coordinator, the Elementary/Secondary AIG Specialist, and other pertinent staff to discuss the recommendation. If approved, the team works together to ensure a smooth transition with appropriate support for the student.

- **Credit by Demonstrated Mastery (CDM):** Information is disseminated by the Secondary AIG Specialist, counselors and administrators to parents and students multiple times each semester to highlight opportunities, processes, and deadlines. Students in 7th-11th grade have the option to use CDM to get credit for courses where they can demonstrate mastery without having to take the course. Detailed guidelines are available on the Mooresville Graded School District website.

- **Dual Enrollment:** Students may enroll in NCVPS courses for advanced coursework or participate in the Career and College Promise program at Mitchell Community College starting in 11th grade. In addition to the AIG Information Fair, guidance counselors host information sessions specific to this program. More information is also available on the Mooresville High School website.

- **Early Admission to Kindergarten:** Adheres to state guidelines requiring extraordinary academic ability and maturity. Information is shared case-by-case, typically during or after kindergarten registration. Parents must provide aptitude and achievement test scores, work samples, and letters of recommendation. More information, including the application, is provided here.

- **Advanced Placement (AP) Courses:** Mooresville High School offers 12 AP courses available to students starting in 9th grade. AP courses are offered in both single semester and year-long formats, depending on the subject. The AP exam is paid for by the school; successful completion of the course exam can earn students college credits while still in high school.

- **Accelerated Pathway for Early Graduation in 3 Years:** Families are informed of the opportunity to complete high school in three years under policy GRAD-006. Applications are accepted by counselors and student progress is tracked annually. Information is included in the annual course guide shared

during the registration process. In addition, there are pathways for mid-year graduation.

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

MGSD recognizes the importance of talent development and cultivating the potential of our youngest learners (K-3). Each school / grade level has a daily ERI time, during which students showing a need for enrichment and talent development are able to get what they need. One method for achieving this is through the implementation of the Primary Education Thinking Skills (P.E.T.S.™) curriculum. In first and second grades, teachers begin by delivering a whole-group lesson on each type of thinking skill, allowing all students to gain exposure. Students who demonstrate an aptitude for a specific thinking type are then grouped for small-group instruction to complete the remaining lessons of that type. This approach ensures broad access while providing focused practice for those who excel in specific areas. P.E.T.S.™ is utilized similarly in 3rd grade. However, one difference is that students identified as IG or AI will automatically be included in P.E.T.S.™ groups at that grade level.

In addition to P.E.T.S.™, MGSD offers other opportunities for early talent development. The Elementary AIG Specialist collaborates with intervention specialists at each school to brainstorm and ensure that quality enrichment lessons are provided during the ERI block. The Elementary AIG Specialist provides quarterly enrichment slide shows for each grade level. These slide shows include a mix of online activities, independent printable tasks, and whole- or small-group activities, serving as a resource for targeted enrichment groups and/or for early finishers during other times of the day. Finally, the Elementary AIG Specialist visits every K-2 classroom at least once during the year to co-teach an enrichment lesson that demonstrates a classroom strategy or resource appropriate for engaging and challenging students at a high level.

Another initiative aimed at fostering talent and engagement in third grade students is Battle of the Books, which is scaled down slightly to be appropriate for that grade level. Teachers nominate participants based on literacy data and classroom observations, and nominated students are encouraged to join, with parent/guardian permission. Participants read three to four chapter books over the semester and then compete in a team-based challenge to answer questions about the books. This program not only fosters a love for reading but also encourages collaboration and teamwork among students.

Through these purposeful and intentional programming efforts, MGSD is committed to identifying and developing the potential of young learners.

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

MGSD is committed to promoting equity and excellence by broadening access to advanced learning opportunities for students in grades 4-12. Several policies and practices ensure that all students, regardless of AIG status, have opportunities to engage in rigorous coursework and talent development efforts to address opportunity gaps by providing experiences for all students to grow and thrive.

- **Placement in Enrichment Groups for 4-8:** Students grades 4 through 8 can be placed in enrichment groups (by teacher or AIG Specialist recommendation based on student data) during the school's ERI block regardless of AIG identification. This placement can be fluid, but offers students an opportunity to engage in rigorous, challenging tasks with other high level peers. As part of this talent development, the AIG Specialist closely monitors these students and supports are provided as needed.

- **Open Enrollment for Advanced Courses:** Middle and high school students can self-select into honors or advanced courses, ensuring that access is not restricted by formal identification. The top 20% of all student groups are encouraged to sign up for honors regardless of AIG status in an effort to develop talent in underrepresented populations.
- **Placement Based on Performance:** In alignment with the advanced math law, any student who scores a Level 5 on an EOG in reading or math is placed into the highest available course in that subject, regardless of AIG status. MGSD extends this practice beyond math by also applying it to reading placement. Additionally, teachers may recommend students for enrichment groups and higher level courses based on classroom data, regardless of AIG status.
- **Frontloading Opportunities:**
    - Sixth Grade Elective Wheel: Sixth grade students participate in all electives for several weeks throughout the course of the year in order to gain exposure to different areas and determine where their interests lie for future courses.
    - CTE Camps: Free Career and Technical Education (CTE) camps introduce middle school students to future course offerings, helping them explore career pathways early.
    - ACT Bootcamp: All 11th grade students have access to a structured preparation program to improve readiness and performance on the ACT. All students have weekly ACT Bell Ringers, practice questions, starting in 9th grade to prepare for the ACT exam.
    - Honors Math Gap Busters: For middle school students who opt into honors math AFTER 6th grade when it is initially offered, an intervention group is available during the ERI block to cover standards missed when the curriculum was compacted.
    - Durable Skills Development: Essential skills such as critical thinking, collaboration, and communication are intentionally introduced as early as kindergarten and continuously reinforced to ensure students graduate with strong competencies for success beyond school.
- **Additional Talent Development Opportunities:** These opportunities are open to all students to ensure equitable access to underrepresented populations.
    - Enrichment Clubs / Extracurricular Clubs: Available in grades K-12. All schools K-8 have in-school clubs and 6-12 have before- and after-school clubs. These extracurricular clubs include careers, special interests, and academic interests. They will be described more in practice J.
    - Mentorships: Students have access to several mentorship programs through the district, including Stiletto Boss University (to encourage 9-12th grade female entrepreneurs), Truth Girls (a mentorship program run by the Pregnancy Resource Center to help meet social and emotional needs of 6th - 12th grade girls), Boulevard (matches students with a professional in an industry they are interested in pursuing in the future) and WEB Leaders / Link Leaders (secondary programs that foster leadership development allowing students to mentor younger students or students new to the school to help them acclimate to campus life and school expectations throughout the year.).
    - Job Shadowing: Students have opportunities through the CTE department in grades 6-12 to complete work-based learning through career exploration, work-based learning events such as Careers on Wheels, field trips, apprenticeships, and internships.

Through these initiatives, MGSD ensures that advanced learning opportunities are accessible, equitable, and designed to develop students' potential at every stage of their education.

*** Practice J**

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

MGSD provides a variety of extracurricular opportunities to enhance and develop the talents and interests of AIG students beyond the classroom. These programs offer enrichment, competition, and leadership experiences across grade levels. Starting in 8th grade a student's Career Development Plan can be used to guide them in identifying opportunities of interest. Following is a list of extra-curricular offerings throughout the district:

- **Dual-Immersion (K-4+):** MGSD's Spanish Dual Language Immersion (DLI) program offers students the opportunity to receive 50/50 Spanish and English instruction on an A-Day/B-Day rotation, aiming to make them bilingual and biliterate. The program, available to rising kindergarten students, features instruction from bilingual teachers and currently operates in grades K-4 across all five elementary/intermediate schools, with plans to expand annually.
- **In-School Clubs (K-8):** Students in elementary and middle school have access to clubs during the school day that foster creativity, critical thinking, and collaboration. As part of our District Strategic Plan, all K-8 students have an opportunity for in-school clubs. These clubs enhance social skills by providing opportunities for students to interact with peers, make new friends, and develop teamwork and communication skills. They also allow our students to explore new hobbies, develop talents, build confidence, and cultivate a sense of responsibility and leadership. Some examples of these are: gardening, weaving, Minecraft, Battle of the Books, ukulele, cosmetology, and Step/Dance. Here's a list of clubs this past year.
- **HS Extracurricular Clubs:** High school students have an opportunity to explore their career interests and passions through after school clubs. Students select clubs of interest during our annual "Club Rush". Students who wish to create a new club can also do so. Clubs include hobbies/interests, service, academic competitions / honor societies, and career and technical education student organizations. Here's a list of current clubs at MHS.
- **Battle of the Books (3-8):** A reading competition sponsored by the NC School Library Media Association, with different levels of competition:
  - 3rd grade competes at the school level.
  - 4th and 5th grades compete within the district.
  - Middle school teams participate in regional competition.
  - Expansion to high school is a future goal.
- Math Masters (3-5): Students in enrichment groups for ERI time answer challenging weekly math questions to earn points. Top scorers each semester form grade-level Math Masters teams, which compete against the corresponding team from the other intermediate school.
- First Lego League (6-8): A hands-on robotics and engineering competition that challenges students to design, build, and program robots while applying STEM concepts to real-world problems. Both middle schools have at least one team.
- Honor Societies & Leadership Programs (6-12): High school students can participate in National Honor Society, Science Honor Society, and Beta Club, while middle school students have access to Jr. Beta Club, all of which promote academic excellence, service, and leadership.
- NJROTC (9th-12th): The NJROTC program provides an opportunity for students to learn about the basic elements and requirements for national security and their personal obligations as American citizens. Activities include building camaraderie through service events, competing in drill/field meets, drone competition teams, and field trips.

- Performing Arts: MHS students can choose to participate in many co-curricular activities. Musical options include Marching Band (grades 8-12), competitive indoor winds ensemble, and percussion groups. Vocal performance groups perform throughout the community in various ensembles. Theater productions include a Spring musical, Fall/Spring variety shows, and state competitions as part of the North Carolina Theater Conference (NCTC) and the Blumey Awards.
- Quarterly Community Events: MGSD offers a community event each quarter for students and their families. AIG specialists plan the entertainment for the evening, which is often a collection of STEAM events centered around a theme. Other offerings have included escape rooms, an Oregon Trail simulation, and a scavenger hunt to learn about town history.
- External Opportunities: AIG specialists regularly share enrichment opportunities with families through newsletters, including events sponsored by the Mooresville Public Library, local contests, and other educational programs.
- Camp Invention (Rising 1st-12th): A weeklong summer STEM camp that serves all grade levels:
    - Rising 1st-6th graders participate as campers.
    - Rising 7th-9th graders serve as Leaders-in-Training.
    - Rising 10th-12th graders gain leadership experience as Leadership Interns.

By offering a diverse range of extracurricular activities, MGSD ensures that AIG students have multiple pathways to explore their interests, develop their talents, and engage in meaningful learning experiences outside the traditional classroom setting.

*** Ideas for Strengthening the Standard**

MGSD is deepening its commitment to talent development and access to services. Enrichment efforts will be expanded to include more focus on K-2, including reading and math, and the PETS curriculum, further supporting early identification and nurturing of gifted potential. Formal AIG services will now begin in 3rd grade, with a mix of ERI-based enrichment and clustered group instruction. In response to feedback for a need for more AIG services at the secondary level, the district has made several changes. At the middle school level, students will be clustered during ERI blocks (Den and Imp Time) with an AIG-certified or locally endorsed teacher leading enrichment activities. Students in grades 6–12 will participate in AIG seminars twice annually, with a focus on goal setting and career awareness. High school students will also be allowed to take up to two summer courses to build flexibility into their schedules. MGSD will continue offering extracurricular and academic enrichment opportunities, expanding as feasible.

Planned Sources of Evidence

*	Sample DEP
*	Sample DEP Review
*	AIG Student Data Snapshot - Growth Index

*	AIG Student Data Snapshop - Proficiency Data
*	MGSD AIG Data Snapshot 2024-2025 (slides 6-7)
*	AIG 101 (when created)

Documents

Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	AIG Glossary of Terms and Acronyms Sample DEP Sample DEP Review AIG Student Data Snapshot - Growth Index AIG Student Data Snapshot - Proficiency Data MGSD AIG Data Snapshot 2024-2025 (Slides 6-7)

Mooresville Graded School District (491) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

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

MGSD adapts the NC Standard Course of Study (NC SCOS) to meet the advanced ability levels of AIG students by incorporating differentiation strategies that include enrichment, extension, and acceleration. AIG specialists play a key role in supporting teachers in this process through collaboration, co-teaching, and instructional planning.

Varied Course Options for 6-12

- In 6th - 8th grade students may select honors or standard ELA and math classes. Course selection is the first step toward appropriate differentiation, although within an honors class there is additional differentiation. Students selecting honors math are accelerating the curriculum, which is compacted to offer Math 1 in 8th grade for High School credit. Spanish 1 is also offered to 8th graders for high school credit as an accelerated path.
- Beginning in 9th grade a multitude of course options open up for high school. These are described in detail in Standard 2, but include Honors, AP, and Dual Enrollment to name a few. Honors courses meet the new state guidelines to include enrichment, acceleration, extension, and differentiation.

Collaboration & Support for Differentiation

- AIG specialists (Elementary & Secondary) meet with PLC s and individual teachers to assist in planning differentiated activities:
  - Extension: Expanding on grade-level concepts with greater depth and complexity. This includes real life applications and may utilize resources such as the NCDPI Advanced Learning Labs.
  - Enrichment: Providing opportunities for students to explore interests beyond the standard curriculum. This may include cross-curricular projects, critical thinking exercises, and more.
  - Acceleration: Using pre-assessments and existing data to identify students who may be ready for more advanced content or projects; then plan what that content / project looks like.
- Specialists co-teach with AIG cluster teachers (elementary) and Honors teachers (secondary). The focus is on classrooms where data indicates a need for differentiation, modeling effective strategies for depth, complexity, and student-driven learning.

Enrichment, Remediation & Intervention (ERI) Block

- During the ERI block, AIG specialists and certified / locally endorsed teachers:
  - Deliver lessons designed specifically for AIG students.
  - Focus primarily on enrichment opportunities that allow students to engage in higher-order thinking and creative problem-solving.

Use of Technology for Personalized Learning

- MGSD utilizes technology to support differentiation, such as:
  - iReady MyPath, which provides personalized instruction based on individual student performance (K-5).
  - Moby Max, IXL, and Delta Math are used to personalize instruction (6-12).

By embedding differentiation into curriculum planning, co-teaching, and specialized instruction, MGSD ensures that AIG students receive appropriate challenges and opportunities to develop their potential across all grade levels.

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

MGSD tailors instruction for AIG students by using identified abilities, readiness levels, and interests to develop differentiated learning experiences. This approach ensures that students are appropriately challenged and engaged at all grade levels.

Using Student Information to Develop Differentiated Instruction

A variety of student data points inform instructional decisions, including:

- Formal identification data (aptitude, achievement, and qualitative measures).
- Student feedback and goal-setting through Differentiated Education Plans (DEPs).
- Ongoing assessments and teacher observations to monitor student readiness.

AIG specialists collaborate with PLCs and individual teachers to analyze this data and design targeted differentiation strategies that align with students' strengths and needs.

Instructional Strategies to Address Learning Needs

1. Student Choice & Interest-Based Learning

- Students are given choices in content, process, and product whenever possible. Example:
  - The Gateway Project (described in more detail in Practice D below) allows students to explore topics of interest and demonstrate learning in creative ways.

2. Higher-Order Questioning & Critical Thinking

- Teachers incorporate higher-order questioning strategies to encourage deep thinking and problem-solving. Examples:
  - Discovery Ed SOS Strategy: "The Question Is" – Helps students generate their own questions.
  - Building Thinking Classrooms Framework – Encourages students to engage in collaborative problem-solving through discovery.
  - Socratic Seminar - A student focused collaborative response activity involving reading / research and discussion

3. Collaborative Planning & Instructional Support

- AIG specialists serve as a resource for teachers during PLCs, helping to:
  - Identify student learning needs based on assessment data.
  - Recommend and co-plan differentiated instructional strategies.

4. Student Feedback & Personalized Goal-Setting

- Students contribute to their DEPs by reflecting on their strengths and setting personal learning goals.
- Teachers use this information to tailor instructional practices and enrichment opportunities.

By aligning instructional strategies with student readiness, interests, and abilities, MGSD ensures that AIG students are engaged in meaningful, appropriately challenging learning experiences that foster growth and curiosity.

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

MGSD incorporates a variety of evidence-based resources to address the academic, intellectual, and social-emotional needs of AIG students. These resources are integrated into curriculum guides, PLC meetings, and co-teaching opportunities, ensuring that teachers, students, and families have access to the tools necessary for differentiated learning and student support.

Social-Emotional Resources

In addition to the adopted SEL curriculums, mentioned previously in Standard 2 Practice B, at each level, to further support the social and emotional needs of AIG students, MGSD provides:

- Student Book Studies:
  - Survival Guide for Gifted Kids 10 & Under – Offered as an optional book study for newly identified elementary AIG students.
  - The Gifted Teen Survival Guide – Middle and high school students can either check the book out for individual use or participate in an optional book study.
- Family Support & Education:
  - The MGSD Family Resource Library includes books such as:
    - Parenting Gifted Kids
    - Raising Twice-Exceptional Students
    - Smart but Scattered
    - Bright, Talented, and Black
  - Parent Book Studies are offered to help families navigate the unique challenges of raising gifted learners.
- Student Social Emotional Learning Support:
  - Bibliotherapy lessons, from a variety of resources, are provided as needed on topics such as perfectionism, anxiety, and resilience.

Academic Resources

MGSD integrates a variety of academic resources to enhance instruction and challenge gifted learners.

- These include: Hands-On Equations, Three Act Tasks, Selected M3 (Mentoring Mathematical Minds) Units, Mathematical Tasks for the Thinking Classroom, Beast Academy, Byrdseed TV, Ben Bache's PBL Project, Building Thinking Classrooms, SchoolAI, Open Middle, etc.
- Access & Teacher Training:
  - Many resources are embedded within district curriculum guides by instructional coaches and AIG specialists for ease of access.
  - AIG specialists provide training, PLC support, and one-on-one coaching on how to implement these tools effectively. For example, all AIG cluster teachers and honors teachers have access to the PBL Project, with training provided prior to implementation.

Intellectual & Creative Thinking Resources

To foster intellectual curiosity and creative problem-solving, MGSD provides:

- Primary Education Thinking Skills (P.E.T.S.™) for early talent development.
- A set of five books by Emily Hollett and Anna Cassalia focused on engaging advanced learners (Visual-Spatial / Evaluative / Convergent / Divergent / Analytical Thinking for Advanced Learners
- Carly and Adam STEM Teachers Club Resources
- Discovery Education STEM Connect
- A collection of board and card games designed to promote critical thinking, problem-solving, and collaboration.

By integrating high-quality resources into instruction, professional development, and family engagement, MGSD ensures that AIG students receive comprehensive academic, intellectual, and social-emotional support, fostering their growth and success at all grade levels.

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

MGSD is committed to fostering durable skills and mindsets that prepare AIG students for post-secondary success by integrating opportunities for real-world application, collaboration, and self-reflection throughout K-12. These Portrait of a Graduate skills—adaptability, collaboration, communication, critical and creative thinking, empathy, a learner's mindset, and personal responsibility—are embedded into curriculum, enrichment activities, and extracurricular experiences.

Developing Durable Skills in Real-World Contexts

- Gateway Projects (K-12):
  - Beginning in kindergarten, MGSD students engage in Gateway Projects that increase in depth and expectation each year.
  - These projects encourage critical and creative thinking, collaboration, and personal responsibility as students work through inquiry-based learning experiences.
- Strategic Grouping & Collaboration:
  - Throughout the curriculum, teachers use varied grouping strategies to encourage teamwork and adaptability.
  - AIG students learn to work with diverse peers, developing communication and collaboration skills in both structured academic settings and open-ended problem-solving tasks.
- Feedback & Goal-Setting:

- Students receive feedback on selected durable skills and use this input to set a personal growth goal for their Differentiated Education Plan (DEP) each year.
- This reflection process helps students develop a learner's mindset and take ownership of their development.

- Academic & Extracurricular Opportunities:
  - Clubs and Competitions: AIG students participate in a variety of in-school and extracurricular clubs (previously described in Standard 2) that support leadership, teamwork, and critical thinking.
  - Community Partnerships: As detailed in Standard 2 practice I, MGSD collaborates with local organizations to provide mentorships, internships, and job shadowing experiences, allowing students to apply their skills in real-world settings.
  - Socratic Seminars & Book Studies: These discussion-based learning opportunities challenge students to think deeply, articulate their ideas, and engage in meaningful dialogue, reinforcing communication, empathy, and critical thinking.
  - Board & Card Games: Used in various classrooms and enrichment settings, these games help students develop problem-solving skills, strategic thinking, and social-emotional awareness.
  - CTE Courses: These courses help develop skills for post secondary success in a variety of areas.

By embedding durable skills into academic and extracurricular experiences, MGSD ensures that AIG students graduate with the critical thinking, adaptability, and personal responsibility necessary for success in higher education and beyond.

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

MGSD utilizes ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction, ensuring that AIG students receive appropriately challenging and targeted learning experiences. By analyzing a variety of data sources and engaging in collaborative reflection, teachers continuously adjust instruction to meet the needs of advanced learners.

Data Sources

Teachers and AIG specialists rely on a combination of summative and formative assessments to guide differentiation:

- Elementary (K-5) Data Sources:
  - End-of-Grade (EOG) data from the previous year
  - Dibels (reading fluency & comprehension)
  - iReady Math (personalized learning & diagnostics)
  - NC Check-Ins (state benchmarks)

- CommonLit (reading comprehension)
- Quarterly Math Tests
- Common Formative Assessments (CFAs)

- Secondary (6-12) Data Sources:
  - Universal Screener Math and Reading data
  - End-of-Grade (EOG) / End-of-Course (EOC) data from the previous year
  - NC Check-Ins (state benchmarks)
  - Common Formative Assessments (CFAs)
  - Digital curricular resources (IXL, Quizizz, DeltaMath, CommonLit, NewsELA, etc.)

Using Assessment Data to Guide Instruction

- Quarterly Data Team/MTSS Discussions:
  - Each quarter, teachers, administrators, instructional coaches, and district-level support staff meet to analyze student performance data and adjust instructional strategies.
  - These discussions help identify students who need acceleration, enrichment, or additional support based on growth trends and performance gaps.
- Frequent Use of Formative Assessment:
  - Teachers implement CFAs and other formative assessments on a day-to-day and week-by-week basis to gauge student understanding and inform immediate instructional adjustments.
  - This real-time data allows for flexible grouping, targeted intervention, and enrichment opportunities within the classroom.

By incorporating ongoing assessment and reflective instructional planning, MGSD ensures that AIG students receive personalized, data-driven instruction that supports their academic growth and intellectual development.

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

MGSD emphasizes collaboration among educators to ensure the effective implementation of differentiated curriculum and instruction for AIG students. By working across grade levels, departments, and district teams, AIG specialists and instructional staff create a cohesive and supportive learning environment that fosters academic growth and engagement.

Collaborative Efforts to Support Differentiation

- PLC Team Collaboration
  - AIG cluster teachers / honors teachers collaborate regularly with one another and with AIG specialists to share best practices, strategies, and student data to refine instructional approaches.
- AIG specialists on School & District Teams
  - AIG specialists actively participate in school- and district-level instructional teams, including the district MTSS team, to advocate for differentiation and ensure that AIG students receive appropriately challenging instruction.
  - AIG specialists also collaborate with instructional coaches to align gifted education strategies with broader district initiatives.
- Instructional Leadership Teams Supporting Differentiation
  - The district universal walk through tool includes observation criteria related to differentiation, durable skills, and rigorous learning opportunities.
  - Administrators provide specific feedback to teachers related to these elements.
- District-Level Leadership Supporting Differentiation
  - The Director of Elementary Instruction serves as the AIG Coordinator and holds regular meetings with the K-5 Instructional Coach Team, ensuring that differentiation for AIG students is a key focus of elementary instructional planning.
  - The Director of Secondary Instruction is a member of the CORE AIG team and meets regularly with secondary instructional coaches, incorporating discussions on increasing rigor and supporting AIG students into broader instructional planning.
- Honors Coursework Implementation & Professional Development
  - The Secondary AIG Specialist leads the district's Honors Coursework Implementation Adoption, working in partnership with:
    - The Director of Secondary Instruction
    - Instructional coaches
    - Honors teachers
  - The Honors Coursework Implementation Adoption focuses on increasing rigor, depth, and complexity in honors courses while ensuring differentiation strategies are effectively implemented.
- Ongoing Staff Support & Communication
  - AIG specialists regularly share instructional strategies, enrichment opportunities, and best practices with teachers through staff newsletters and professional learning sessions.

By fostering strong collaboration among AIG specialists, instructional coaches, district leaders, and teachers, MGSD ensures that differentiated curriculum and instruction remain a priority, effectively meeting the diverse needs of gifted learners.

*** Ideas for Strengthening the Standard**

The district is focused on helping teachers implement consistent, rigorous instruction across settings. For this standard, grades 6-12 were the main focus for strengthening. The Honors Course Implementation Guide, now fully developed, will serve as a foundational tool to ensure depth, complexity, and differentiation in honors classes. Another, secondary, priority is K-2, where a renewed focus will be for quality enrichment and talent development. For all of these, collaboration with the AIG specialist is key.

Planned Sources of Evidence

*	Honors Course Guide Tool
*	AIG Specialist Schedule - K-5
*	AIG Specialist Schedule - 6-12
*	AIG Student Data Snapshot - Growth Index
*	AIG Student Data Snapshot - Proficiency Data
*	Administrator Walk Through Snapshot Data
*	AIG 101 (when created)

Documents

Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	AIG Glossary of Terms and Acronyms AIG Specialist Schedule - K-5 AIG Student Snapshot - Growth Index AIG Student Data Snapshot - Proficiency Data

- Administrator Walk Through Snapshot Data
- English 2 Example
- AIG Specialist Schedule - Grades 6-12

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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.

In small school districts, individuals often serve in multiple roles. In MGSD, the Director of Elementary Instruction also serves as the AIG Coordinator, bringing a unique perspective and strong connections to other departments within the district. Through their involvement in developing the district strategic plan, professional development plans, and school improvement plans, they ensure that AIG students and services remain a key consideration in broader district initiatives.

Although the AIG Coordinator is not currently AIG-certified, MGSD employs two AIG specialists—one for elementary and one for secondary—who are AIG certified and play a vital role in the CORE AIG team. Additionally, by the end of this plan cycle, both the Director of Elementary Instruction/AIG Coordinator and the Director of Secondary Instruction (also a CORE AIG team member) plan to complete the coursework for local endorsement and/or take the Praxis exam to obtain state certification.

The AIG Coordinator plays a central role in guiding and monitoring the local AIG program and plan; leading the AIG Advisory Committee, overseeing the evaluation and revision of the local plan, and defining the roles of the AIG specialists. These specialists attend DPI meetings to stay informed of state expectations and advocate for AIG students across the district.

The CORE AIG team meets monthly, allowing the AIG Coordinator to oversee key responsibilities, including:

- Managing the screening and referral process.
- Maintaining documentation of student identification and services.
- Developing partnerships with families and the community to support AIG initiatives.
- Monitoring the implementation of the AIG plan.

Through this structured leadership and collaboration, MGSD ensures that the AIG program remains well-integrated within the district's priorities while continuing to grow and evolve.

* **Practice B**

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

MGSD employs both an elementary and a secondary AIG specialist, each dedicated to addressing the academic, intellectual, social, and emotional needs of K-12 gifted learners while supporting the implementation of the local AIG program and plan. The Elementary AIG Specialist serves five schools, while the Secondary AIG Specialist serves three.

Elementary (K-5)

At the three K-2 schools, the focus is on talent development:

- The Elementary AIG Specialist supports teachers by providing enrichment ideas and collaborating with staff who deliver the Primary Education Thinking Skills (P.E.T.S.™) curriculum..
- Serves as a resource for highly gifted students who require additional support.
- At least once per year, the Elementary AIG Specialist visits all K-2 classrooms to lead an enrichment lesson that also serves as professional development for teachers.

At the two 3-5 schools additional personnel—including an AIG-certified tutor and locally endorsed teachers—help meet student needs. The Elementary AIG Specialist:

- Provides direct enrichment to groups of AIG students.
- Develops lesson plans for locally-endorsed/certified staff leading additional enrichment groups.
- Oversees the AIG-certified tutor that serves students during the ERI time.
- Attends PLC meetings and/or meets with PLC leads to support grade-level academic needs.
- Collaborates with school counselors to create small groups addressing the social and emotional needs of gifted students.
- Supports teachers completing local endorsement coursework
- Leads a book study for AIG parents to help them better support their gifted learners.

Secondary (6-12)

At the two middle schools (grades 6-8), the Secondary AIG Specialist:

- Regularly meets with PLCs to co-teach and assist with lesson planning for advanced learners, prioritizing subjects and grade levels as determined by need
- Plans to collaborate with teachers to provide varied enrichment opportunities during the schools' enrichment/remediation blocks and through after-school clubs.
- Works with counselors to ensure that gifted students' social and emotional needs are met.
- Supports teachers completing local endorsement coursework

- Leads a book study for AIG parents to help them better support their gifted learners.

At the high school, the Secondary AIG Specialist:

- Supports content area teachers by co-teaching and assisting with lesson planning, ensuring rigor, depth, complexity, and creativity in coursework.
- Leads the Honors Course Implementation Adoption, working with the Director of Secondary Instruction to enrich honors courses with challenging and diverse activities.
- Collaborates with counselors to ensure gifted students receive academic guidance, are informed about future opportunities, and have their social and emotional needs met.
- Supports teachers completing local endorsement coursework
- Leads a book study for AIG parents to help them better support their gifted learners.

Through these targeted efforts, MGSD's AIG specialists ensure that gifted learners receive the academic and social-emotional support they need while strengthening district-wide implementation of the AIG program and plan.

* **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.

MGSD is committed to providing meaningful professional development (PD) opportunities for all personnel involved in AIG programs and services. As part of the district's strategic goal to recruit, grow, and retain high-quality educators, MGSD integrates AIG-related training into existing professional development structures while offering targeted learning experiences for various staff roles.

Professional Development Opportunities for All Staff

- MGSD has four required workdays each year, with at least two dedicated to district professional development. During these sessions, participants select from a menu of PD options, allowing for differentiation based on teacher needs. Based on teacher feedback and requests, one area of professional development offered on each district PD day is "Meeting the Needs of Unique Learners", where offerings for AIG students are included.
- Additional PD opportunities are embedded in staff meetings or offered after school (e.g., identifying giftedness in underrepresented populations).
- Teachers and staff may also attend conferences, webinars, and online PD upon request and as funding allows.

Classroom Teachers

- MGSD has developed a four-course series for local AIG endorsement:
    - What is Giftedness?
    - Dive into Designing and Differentiating Curriculum

- The Scoop on Social and Emotional Needs of Gifted Students
- Creativity in the Classroom

- These courses, maintained and graded by AIG specialists, are available asynchronously online and have also been offered synchronously in person.
- During district PD days mentioned above, teachers can choose sessions on meeting the needs of unique learners focused on questioning strategies, problem-based learning, DPI-provided "Booster Shots", etc.
- Classroom teachers may also co-teach with an AIG specialist (for a single lesson or a full coaching cycle) to enhance their differentiation practices.
- Teachers of gifted clusters (elementary) and honors classes (secondary) are invited to attend the NCAGT conference, with the expectation that they share their learning with their PLC colleagues upon return.

Instructional Specialists

- AIG specialists attend professional conferences each fall and spring (AIM & NCAGT) to gain insights and strategies for supporting AIG students.
- They also pursue additional PD opportunities (NCCAT, National Inventors Hall of Fame, professional books, etc.) and share these ideas with instructional coaches, teachers, and staff.

Student Services Personnel

- MGSD counselors have received training in Cheryl Fuller's Trauma-Informed Practices & Restorative Practices and have been trained in their school's SEL curriculum, which they help implement.
- Counselors meet regularly as a PLC to discuss student concerns and learn from each other and the District Mental Health Coordinator.
- The AIG Coordinator and Chief Student Services Officer will collaborate to provide training on:
  - Supporting the social-emotional needs of gifted learners
  - Recognizing and assisting twice-exceptional (2e) students

School Administrators

- School administrators participate in self-selected PD during district-wide professional development days.
- At monthly Principal Team meetings, they engage in professional learning aligned with the district strategic plan, which often includes discussions on supporting diverse student needs, including AIG students.
- Assistant principals meet quarterly for the AP Leadership Academy, where relevant AIG-related topics may also be addressed.

- School administrators are invited and encouraged to attend the NCAGT conference with the expectation that they share their learning at Principal's Team and/or with their staff.

By embedding AIG-related professional development into existing training structures and offering specialized learning experiences for different staff roles, MGSD ensures that all personnel are well-equipped to support the needs of gifted learners.

* **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.

Both AIG specialists collaborate with the MGSD Human Resources Department to maintain an updated spreadsheet of teachers who are AIG certified or have completed the local endorsement requirements. This data is used to ensure that AIG services are provided by qualified personnel and to support teachers working toward endorsement.

Elementary (Grades K-5)

- The district has a clear process for creating classes with clusters of AIG students. The AIG specialist provides a list of identified students to be placed in a gifted cluster with an AIG certified or locally endorsed teacher. Principals sign off via their Master Student Schedule Checklist to confirm that these students are placed appropriately.
- In the 2024-2025 school year approximately 40% of teachers across the district's two intermediate schools are either AIG certified or locally endorsed. Administrators use this information in addition to EVAAS data to determine AIG cluster teachers annually.
- When an AIG cluster must be assigned to a teacher who has not yet met the endorsement requirements, they receive direct support from the Elementary AIG specialist, including:
  - Meetings and/or co-teaching to provide immediate instructional guidance.
  - Enrollment in the local endorsement courses, which they are expected to complete within two years.

Secondary (Grades 6-12)

- All middle school honors teachers are expected to hold an AIG license or be working to meet LEA endorsement requirements. In the 2024-2025 school year, 14% of MGSD middle school teachers are certified or endorsed, and the remaining honors teachers will begin coursework in Fall 2025, with completion expected by Spring 2027.
- In the 2024-25 school year, 12% of teachers at Mooresville High School are AIG or AP certified. Beginning in Fall 2024, additional high school teachers started the local endorsement process, with a goal of completion by Spring 2026, bringing the total close to 100% of teachers certified / locally endorsed.
- As staff transitions occur, new honors teachers will receive direct support from the Secondary AIG specialist, similar to the elementary model, until they complete the required coursework.

By systematically tracking certification and providing structured support, MGSD ensures that AIG and honors courses are taught by educators with specialized training to meet the needs of gifted learners.

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

MGSD is committed to recruiting and retaining high-quality AIG-licensed professionals, aligning with the district's strategic goal of attracting and supporting exceptional educators. The AIG Coordinator collaborates closely with the MGSD District Recruiter to identify and hire the most highly qualified teachers.

Professional Development and Retention Strategies

- MGSD provides flexible professional development opportunities to support teachers pursuing local AIG endorsement and those seeking ongoing growth, including:
  - Self-paced online courses
  - In-person sessions on workdays and after school
  - Half-day work sessions with substitute coverage to allow for deep learning and collaboration
- Teachers who complete the local AIG endorsement are recognized through:
  - CEUs for hours completed
  - School-wide shout-outs
  - Acknowledgment at the monthly Board of Education meeting
  - Personalized, Engraved Placard
- MGSD also offers reciprocity for teachers transferring from other districts with a local AIG endorsement. The grade-span AIG specialist reviews their coursework to determine equivalency and grant credit where appropriate.
- AIG-endorsed teachers have the opportunity to attend the NCAGT conference, providing additional professional development and networking with AIG educators across the state.

Diversity Recruitment Efforts

- MGSD partners with Participate Learning to recruit teachers from Spanish-speaking countries for the Dual Immersion program.
- Two of these teachers have already completed the local AIG endorsement, and several others are currently in progress.

New Recruitment and Certification Initiative

- Beginning in the 2025-2026 school year, MGSD will offer up to 10 scholarships per year for teachers to take the Praxis exam in gifted education, allowing them to add the AIG license to their state certification.
- To qualify, applicants must have either:
  - Completed the local endorsement process within the past year, OR
  - Completed the DPI-provided Booster Shots series (for those who earned local endorsement several years ago) within the past year.

Through these initiatives, MGSD is actively working to expand its pool of AIG-licensed educators, support professional growth, and ensure that a diverse group of highly qualified teachers is prepared to meet the needs of gifted learners.

* **Practice F**

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

Ensuring equity and excellence in gifted education requires ongoing education for teachers, administrators, and staff to help all students access appropriate opportunities and reach their full potential. A key component of this effort is transparency regarding the demographics of identified students and addressing any gaps (as described in Standard 6). To support this, MGSD provides a variety of professional learning opportunities focused on equity in gifted education, including:

Professional Development for AIG Staff and Leaders

- The CORE AIG team members actively seek out and discuss resources to deepen their understanding of equity in gifted education. These include:
  - DPI trainings such as review of Call to Action and Guidebook 2.0
  - Book studies, including Empowering Underrepresented Gifted Students by Joy Lawson Davis and Deb Douglas
  - Research-based articles and additional resources on best practices in identifying and supporting diverse gifted learners
- The AIG Coordinator shares key takeaways from these resources with administrators and district leaders, ensuring that equity remains a focus in decision-making.

Professional Development for Teachers and School Staff

- AIG specialists facilitate training sessions to provide teachers with strategies to recognize and support gifted learners from diverse backgrounds. These sessions occur during:
  - PLC meetings

- Staff meetings
- District PD days

- Staff Newsletters include short "gifted nuggets" highlighting what giftedness may look like in students, including resources to recognize those from underrepresented populations:
  - Twice-exceptional (2e) students
  - Multilingual Learners
  - Economically disadvantaged and culturally diverse students
  - Underachievers, creative/divergent thinkers, and others who may not fit the traditional gifted profile

AIG Advisory Committee Engagement

- At each AIG Advisory Committee meeting, a CORE AIG team member shares an "Equity Moment", encouraging reflection and discussion. Advisory members then take these insights back to their schools to help foster broader awareness and advocacy.

By incorporating intentional professional learning, ongoing discussions, and embedded equity-focused practices, MGSD is committed to ensuring all gifted students—regardless of background—have the opportunity to thrive.

* **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.

MGSD intentionally aligns professional development opportunities with local AIG program goals, district initiatives, and best practices in gifted education to ensure meaningful and cohesive implementation.

Alignment with the District Strategic Plan

The 2022-2027 MGSD Strategic Plan includes goals and strategies that directly support AIG program objectives. Following are some examples:

- Strategy 2: Develop a consistent process that provides all students with a core curriculum that is culturally relevant, provides rigorous learning opportunities, and meets the unique needs of a diverse student population.
  - This aligns with MGSD's effort to ensure that all honors and AIG cluster teachers become locally endorsed or AIG certified and continue to expand their expertise in gifted education.
- Strategy 5: Develop a plan to ensure that NC Portrait of a Graduate durable skills (ability to adapt, to collaborate, to communicate, to think critically, to show empathy, to learn, and to take personal responsibility) are embedded into content area instruction K-12.

- This supports the district's ongoing focus on meeting the social and emotional needs of gifted students through professional learning and embedded instructional strategies.

Integration with School Improvement Plans

Each school improvement plan is directly tied to district strategic plan goals, ensuring a unified approach to professional development across all schools. Members of the CORE AIG team actively contribute to the creation of these goals and strategies and regularly discuss progress at their monthly meetings (as described in Practice A).

By maintaining intentional alignment between professional learning, district initiatives, and AIG best practices, MGSD ensures that educators are continuously growing in their ability to support gifted learners while advancing broader district goals.

*** Ideas for Strengthening the Standard**

MGSD remains committed to growing teacher capacity. The district continues to fund both elementary and secondary AIG specialist positions (new during the 22-25 plan cycle). Over the course of the plan, all 6–12 cluster and honors teachers will complete MGSD's four-course local endorsement program. Additionally, to support ongoing licensure efforts, MGSD will offer up to ten Praxis scholarships per year. Conversations are also underway to consider expanding local endorsement opportunities to include K-2 teachers.

Planned Sources of Evidence

*	MGSD AIG Data Snapshot 2024-2025 (Slide 5)
*	Local Endorsement Course Outlines for Elementary
*	Local Endorsement Course Outlines for Secondary
*	AIG 101 (when created)

Documents

Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	AIG Glossary of Terms and Acronyms Local Endorsement Course Outlines for Elementary MGSD AIG Data Snapshot 2024-2025 (Slide 5)

Local Endorsement Course Outlines for Secondary

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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.

MGSD recognizes the importance of two-way partnerships with parents/guardians in supporting the academic, intellectual, social, and emotional needs of AIG students. To strengthen these connections, several initiatives have been developed to encourage meaningful collaboration and engagement.

Parent/Guardian Support Network

- In the 2024-2025 school year, the Elementary AIG Specialist launched a parent/guardian book study using Survival Guide for Parents of Gifted Kids. To maximize participation, meetings were held both during the school day (fall) and in the evening (spring). These monthly discussions provided a space for parents to:
  - Ask questions and share experiences.
  - Offer feedback and advice to one another, both during the sessions and after in a parent created Facebook group
  - Learn strategies for supporting their gifted children.
- MGSD is collaborating with Iredell-Statesville Schools and Rowan-Salisbury Schools to establish a PAGE (Partners for the Advancement of Gifted Education) group for broader advocacy and support.
- MGSD will expand book studies to include secondary families and explore additional books to support AIG parents at all levels.
- Through both in person connections and surveys, MGSD actively seeks additional parent partnerships to identify specialty areas where parents can contribute to AIG students' academic and social-emotional growth.
  - For example, at the middle school level, parents and community members partner with MGSD staff to run FIRST LEGO LEAGUE, a program that supports gifted students interested in coding, robotics, and problem-solving. While teachers provide instructional guidance, parent and community volunteers play a vital role in mentoring students and facilitating the program.

AIG Information Fair

- In Spring 2025, the Elementary and Secondary AIG Specialists collaborated to host an AIG Information Fair for AIG parents (K-12) and students (rising 6th and up).
- This event featured a variety of programming, providing:
  - Information about AIG identification and services
  - Information about expectations at the next level including course offerings, scholarships, and extracurricular opportunities
  - A guest speaker, addressing key social and emotional concerns and insights
  - A student panel, where current AIG students shared their experiences and advice
- This event was held in direct response to parent requests and will continue to evolve based on family feedback. The goal is to make it an annual event.

Through these initiatives, MGSD is fostering intentional, ongoing partnerships that empower parents and guardians to actively support their gifted children while strengthening the broader AIG community.

* **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.

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* **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.

MGSD re-established an AIG Advisory Committee to guide the development, implementation, monitoring, and revision of the local AIG program and plan. This committee includes a diverse group of stakeholders, ensuring broad representation across grade spans and key roles within the district.

Composition

The committee includes representatives from both elementary and secondary grade levels, with an effort made to reflect the demographics of the district. Members include:

- CORE AIG team
- Board of Education representation

- School administrators and district leaders
- Guidance counselors
- Classroom teachers (including specialty areas such as Multilingual Learners (ML) and Exceptional Children (EC))
- Instructional coaches
- AIG parents/guardians
- AIG identified high school students
- Community partners

Function & Meetings

- The board primarily meets virtually, via Google Meet, allowing for broad participation.
- Members review quantitative data alongside qualitative insights from their respective groups (PLCs, peer discussions, etc.) to:
  - Celebrate and sustain program successes
  - Identify areas for growth and improvement in the AIG plan
- During the plan-writing year, the board met six times, with each meeting focusing on one of the six AIG standards. The final meeting was held in person to finalize discussions.
- In non-plan writing years the board will meet twice per year to monitor plan implementation and ensure fidelity to AIG initiatives.

By maintaining an intentional and representative Advisory Committee, MGSD ensures that the AIG plan remains responsive, equitable, and aligned with the needs of gifted learners across the district.

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

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

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

MGSD ensures that students, parents/guardians, and the community have access to clear, ongoing communication about the local AIG plan, program services, policies, and advanced learning opportunities. Information is shared through multiple platforms, with efforts made to accommodate diverse language needs.

Primary Communication Channels

1. MGSD Website

- The district website provides a central hub for AIG-related information, including:
  - The full Local AIG Plan
  - Key highlights such as Article 9B, the local identification process, and program services
  - A flyer detailing AIG program offerings
  - A data snapshot with key details about the AIG population and program
- The website offers language translation features, allowing viewers to access information in their preferred language.

2. ParentSquare

- AIG specialists use ParentSquare to regularly share advanced learning opportunities with families in their native language:
  - The Elementary and Secondary AIG Specialists send a newsletter at least quarterly featuring:
    - Classroom highlights
    - District and community enrichment opportunities
    - At-home enrichment suggestions
    - Resources for parents of gifted children

Annual AIG Information Fair

- Beginning in 2025, MGSD will host an Annual AIG Information Fair to further inform and engage families.
- The event will feature:
  - A keynote speaker on a high-interest gifted education topic.
  - Information on the Local AIG Plan, program services, and available opportunities for AIG students - especially related to key transition years.

Board of Education Meetings

- At least annually the CORE AIG team will present AIG updates to the local Board of Education.

By leveraging multiple communication platforms and ensuring language accessibility, MGSD remains committed to keeping families and the community well-informed and involved in supporting gifted learners.

*** Ideas for Strengthening the Standard**

MGSD is investing in intentional, two-way relationships with families and the community. A parent book study (started for grades 4-5 but expanding to cover all grade levels during the new plan) focused on the unique needs of gifted children has already led to the creation of a community-based resource group (28115 AIG Facebook group), and a formal PAGE group is being developed in partnership with neighboring districts. Communication with families will be further supported by an annual AIG Information Fair, which features student panels, guest speakers, and program overviews. MGSD also continues to grow community partnerships. Quarterly community events will continue, and efforts to expand business and civic involvement will be prioritized. The AIG Advisory Board will remain active, meeting twice annually during implementation years and six times during plan-writing years to ensure ongoing collaboration and reflection.

Planned Sources of Evidence

*	AIG Info Night Flyer 2025
*	AIG Info Night Engagement
*	AIG Advisory Committee Resource Hub
*	Community Event - Sample Planning Document
*	Parent Book Study Sign Up Form
*	"Survival Guide for Parents of Gifted Kids" - Book Study Outline
*	AIG 101 (when created)

Documents

Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	AIG Glossary of Terms and Acronyms AIG Info Night Flyer 2025 AIG Info Night Engagement

- AIG Advisory Committee Resource Hub
- Community Event - Sample Planning Document
- Parent Book Study Sign Up Form
- Survival Guide for Parents of Gifted Kids - Book Study Outline

Mooresville Graded School District (491) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 6: Program Accountability

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

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

The CORE AIG team coordinated the development of MGSD's 2025-2028 Local AIG Plan, ensuring alignment with N.C.G.S. 115C-150.5-.8 (Article 9B) and the NC AIG Standards.

Process for Plan Development

To create a comprehensive and data-driven plan, the team undertook the following steps:

- Analyzed and unpacked the NC AIG Standards, Article 9B, and additional guidance from DPI.
- Collected stakeholder feedback through multiple surveys targeting:
  - Teachers and staff
  - Parents/guardians
  - Students
- Reviewed key data sources, including:
  - EVAAS growth data
  - Demographic trends
  - Dropout rates and other performance metrics
- Established and engaged the AIG Advisory Committee to provide input and guidance
- Completed a comprehensive self-assessment to evaluate current strengths and areas for improvement
- Created a structured timeline to ensure timely completion of the plan

Approval & Submission Timeline

- The finalized 2025-2028 Local AIG Plan will be presented to the MGSD Board of Education in May 2025 for approval.
- Following approval, the plan will be submitted to the state agency (SBE/DPI) in June 2025 for review and comment.

By following this intentional and data-driven approach, MGSD ensures that the Local AIG Plan reflects best practices, meets legislative requirements, and effectively serves gifted learners across the district.

* **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 CORE AIG team will create an implementation timeline for the new local AIG plan, labeling each practice by year as Planning (P), Implementing (I), or Maintaining (M). This structured approach ensures a clear vision for phased development and ongoing refinement.

To maintain a comprehensive understanding of the program's effectiveness, MGSD will gather annual stakeholder feedback from staff, students, and parents. These surveys will provide valuable insights into the strengths of the current AIG plan and identify areas for improvement.

The Elementary and Secondary AIG Specialists are responsible for monitoring key data points throughout the year to ensure that the AIG program is implemented both effectively and equitably. These data points include, at minimum:

- Demographic breakdowns (race/ethnicity, free/reduced lunch status)
- Dropout rates
- Credit by Demonstrated Mastery (CDM) attempts and successes
- Governor's School applicants and attendees
- AIG student growth and proficiency data
- Teacher AIG certification and local endorsement completion rates
- Opportunities provided for students (e.g., clubs) and staff (e.g., professional development and conferences)

The AIG Advisory Committee, which meets twice annually during non-plan writing years, will review both the implementation timeline and program data, offering recommendations for program refinement. The timeline, data points, and survey results will be reviewed annually with Board of Education to ensure continued alignment with district goals and best practices.

By systematically analyzing data and gathering ongoing feedback from diverse stakeholders, MGSD ensures that its AIG program remains responsive, equitable, and aligned with student needs, while upholding fidelity to state legislation and policies.

* **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.

Each fall, the AIG Coordinator collaborates with the Chief Financial Officer to develop the AIG budget, ensuring that state-allocated funds and any applicable local funds are used effectively and in alignment with the Local AIG Plan. This spending plan is based on allotments and projected expenses while prioritizing the needs of gifted learners across the district.

- Initial Budget Planning:
  - The AIG Coordinator and CFO review funding allotments and past expenditures to create a spending plan that aligns with the local AIG plan.
  - Meetings are held with MGSD principals to assess specific needs at each grade span and identify priority areas.
- CORE AIG Team Review & Allocation:
  - The CORE AIG team analyzes districtwide needs and allocates funds to key areas, including:
    - Personnel (AIG specialists, AIG tutors, etc.)
    - Online courses and advanced learning opportunities
    - Professional development for teachers and staff
    - Enrichment programs and extracurricular opportunities for AIG students
- Ongoing Budget Monitoring:
  - The CORE AIG team conducts quarterly budget reviews to track expenditures and ensure resources are being used efficiently.
  - Adjustments are made as needed to maintain fidelity of implementation for all AIG services.

By implementing a structured and collaborative budget process, MGSD ensures that financial resources directly support the academic, intellectual, and social-emotional needs of AIG students while maintaining compliance with state policies and district priorities.

* **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.

MGSD is a data-driven district that actively monitors student achievement, growth, and dropout data for AIG students to recognize trends, inform decision-making, and ensure equity and excellence in gifted education.

Monitoring Achievement & Growth Data

Throughout the year, AIG specialists analyze multiple data points to assess the academic progress of AIG students:

- NC Check-Ins (administered three times per year)
- Additional Elementary Data Sources: iReady, DIBELS, CommonLit, SchoolNet
- Additional Middle School Data Sources: ExactPath, SchoolNet CFAs
- High School Data Sources: Successful dual enrollment course completion, AP exam scores, CTE credentials earned
- EVAAS Data

Data Utilization

- Recognize students, especially our underserved populations, who might benefit from additional support (social-emotional and/or academic) or intervention.
- Discuss trends and instructional effectiveness with the Directors of Elementary and Secondary Instruction and school administrators.
- Determine which teachers are most effective in working with gifted learners.
- Evaluate the impact of enrichment opportunities to ensure they meet student needs.
- Identify students at risk and implement targeted dropout prevention efforts.

Dropout Data & Prevention Strategies

MGSD maintains a >95% graduation rate, but in the rare instance that an AIG-identified student drops out, the Secondary AIG Specialist will attempt to conduct an exit interview to determine the underlying reasons. This feedback will be used to adjust policies and practices to better support AIG students and to strengthen early intervention efforts to engage students before they reach the decision to leave school.

By continuously disaggregating and analyzing achievement, growth, and dropout data, MGSD ensures that AIG students receive the necessary academic and social-emotional support to thrive throughout their educational journey.

* **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.

MGSD is committed to ensuring equitable access to AIG services by consistently collecting, disaggregating, and analyzing multiple data sources related to student referral, identification, services, and retention. This includes regular reviews of student achievement data, classroom performance, and other relevant indicators to identify trends and determine whether students—particularly those from historically underrepresented groups—may need additional support or should be referred for AIG screening. AIG specialists engage in this process throughout the year, as described in Practice D.

At the end of each school year, the CORE AIG team conducts a comprehensive analysis of program data, disaggregated by race/ethnicity, economic status (with support from child nutrition staff), Multilingual Learner status, and twice-exceptionality. This ensures that no demographic factor, including language differences or exceptionalities, limits access to or participation in the AIG program.

At the secondary level, the AIG specialist collaborates with the CTE coordinator and school counselors to evaluate participation rates in advanced academic opportunities such as Honors, AP, dual enrollment, and internships. This analysis helps to ensure that gifted learners from all backgrounds have equitable access to rigorous programming and enrichment.

All findings are shared at the AIG Advisory Committee meeting, where diverse stakeholders provide input and recommend program adjustments. In addition to this annual review, the CORE AIG Team conducts a yearly analysis of historical referral, identification, and service data to evaluate long-term trends and ensure continuous improvement in representation and access across all student groups.

Through the strategic use of multiple data sources, stakeholder collaboration, and continuous program evaluation, MGSD maintains a strong focus on equity to ensure that gifted education services are accessible to all students, regardless of background or demographic factors.

* **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.

The MGSD Human Resources Department collects and maintains credential data for all instructional and administrative staff, ensuring alignment with the goals and strategies outlined in the local AIG plan.

To support this effort, the CORE AIG team collaborated with HR to develop a comprehensive spreadsheet tracking teachers with state-issued AIG certification. Additionally, an AIG local endorsement section is maintained and regularly updated by AIG specialists as teachers complete district coursework.

When a new teacher is hired, HR notifies the CORE AIG Team of any state-issued AIG licensure. If a teacher holds a local endorsement from a previous district, the grade-span AIG specialist contacts the district to review records and determine whether the endorsement transfers or if the teacher must complete additional training.

At the high school level, Mooresville High School administrators maintain records of teachers who complete AP summer training. This credential data, along with AIG certification and local endorsement records, is used by administrators to make informed staffing decisions, ensuring that:

- AIG clusters and enrichment groups at the elementary level are led by qualified teachers.
- Honors and AP courses at the secondary level are taught by educators with appropriate credentials and training.

By systematically tracking and utilizing this data, MGSD ensures that AIG students are supported by highly qualified teachers, reinforcing the district's commitment to excellence in gifted education.

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

At the beginning of each school year, the CORE AIG team develops a plan to gather both formal and informal feedback from a variety of stakeholders, ensuring ongoing program evaluation and improvement. This process includes identifying key opportunities for feedback and determining the specific information needed from each group.

To maximize participation, MGSD leverages existing events and programs to collect input efficiently:

- Parents/Guardians – Feedback is solicited during school-level curriculum nights, book studies, conferences, and district-wide community events.
- Students – Input is gathered through enrichment groups and AP classes, ensuring that AIG students have a voice in shaping their learning experiences.
- Teachers & Staff – Perspectives are collected during required school meetings and professional development sessions.

Feedback is gathered through a variety of methods, including written or digital surveys, interviews, and informal conversations related to AIG programming. Additionally, the AIG Advisory Committee meets twice per year during non-plan-writing years, with additional meetings scheduled during plan-writing years. During these meetings, the committee reviews all six AIG standards and offers recommendations for program improvement.

By embedding stakeholder engagement into existing district events and ensuring continuous feedback loops, MGSD remains responsive to the evolving needs of AIG students, families, and educators, fostering a culture of continuous improvement in gifted education.

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

The evaluation of the MGSD AIG plan is an ongoing process, and the sharing of evaluation results follows this continuous cycle. To ensure transparency and accessibility, a summary of vital data points (as outlined in Practice B) is compiled into public-friendly reports. These reports are submitted to the Chief Communications Officer and housed on the AIG section of the district website, making them available to all stakeholders.

In addition to the publicly available reports, MGSD tailors data sharing efforts to specific stakeholder groups:

- School & District Personnel
  - Student achievement and growth data, dropout data, and demographic trends specific to AIG students are reviewed at quarterly data meetings.
  - An annual AIG report is presented to the Board of Education to highlight program effectiveness and areas for improvement.
- Students
  - The Secondary AIG Specialist holds biannual seminars to share AIG-related information with gifted students.
  - These sessions also include goal-setting support and resources to help students maximize their opportunities.
- Parents/Guardians & Families
  - A newsletter is sent via ParentSquare, notifying families of updates to the district AIG webpage and highlighting key program evaluation findings.

- Program evaluation data is also shared at the Annual AIG Information Fair, where families can ask questions and gain a deeper understanding of AIG services, student progress, and program goals.

By routinely collecting, analyzing, and sharing AIG program data, MGSD ensures that all stakeholders remain informed and engaged, supporting the continuous improvement of gifted education services across the district.

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

MGSD has established clear policies, procedures, and practices to safeguard the rights of AIG students and their parents/guardians. These policies ensure that identification, placement, reassessment, transfers, and dispute resolution are handled fairly and transparently in accordance with state guidelines.

Informed Consent Regarding Identification & Placement

- Before students are screened for the AIG program, parent/guardian permission is obtained via a digitally distributed Google Form through ParentSquare, available in the family's native language.
- Once a student is identified, parents receive a copy of the Differentiated Education Plan (DEP) and are offered the opportunity to meet with AIG specialists to discuss placement.
- Parents can approve placement by signing either a paper or digital DEP.

Reassessment Procedures

- Students who do not meet AIG identification criteria upon initial screening may be reassessed as needed.
- AIG specialists maintain a "watch list" of student data and review performance trends. If a student later meets identification criteria, they can be formally identified and placed in AIG services.
- Additional aptitude testing may be requested annually by an AIG specialist, teacher, school staff member, parent, or student (with parent/guardian permission).
- Reassessment also applies to students identified in only one subject area (e.g., math or reading). Any of the above parties may request screening for the non-identified subject area.

Transfers from Other LEAs

Students Identified as AIG in a Previous District

- Upon enrollment, the data manager notifies the AIG specialist, and the student is placed temporarily in AIG services that best align with their prior identification.
- The AIG specialist reviews incoming data, contacts the previous district if needed, and works with teachers to determine if the student meets MGSD's local criteria for identification.
- If the student successfully adjusts to the temporary placement, the identification is honored, services continue, and a DEP is created for parent approval.
- If the placement is not a good fit, adjustments can be made to better meet the student's needs.

Students Not Previously Identified as AIG

- If parents request AIG screening at enrollment, the student is added to the watch list, and data is collected from their previous school and current teachers.
- If appropriate, the student may receive temporary enrichment until screening is completed.
- If no aptitude data is available in the student's record and is required for identification, testing will be conducted within 60 days of enrollment.

Procedures for Resolving Disagreements

If a parent/guardian disagrees with an identification or placement decision, the following procedures apply:

1. Independent Evaluation
    1. Parents may obtain and submit results of an independent educational and/or intellectual evaluation from a qualified, non-MGSD examiner.
    2. Evaluation results will be considered, but do not guarantee AIG placement.
    3. The school system is not responsible for the cost of independent evaluations.
2. Appeal Process
    1. Step 1: The parent may submit a written request for a conference with the building-level principal and AIG Specialist.
    2. Step 2: If the parent disagrees with the decision, they may file a written appeal to the AIG Coordinator within 30 days of the conference.
    3. Step 3: The AIG Coordinator will review the decision, grant a conference within 10 school days, and provide a written response within 5 school days of the meeting.
    4. Step 4: If the parent remains dissatisfied, they may appeal to the Superintendent or designee.
    5. Step 5: If the issue remains unresolved, the parent may appeal to the MGSD Board of Education, which will provide a written decision within 30 school days.

6. Final Step: If no resolution is reached, the parent may file a petition for a contested case hearing under Article 3 of Chapter 150B of the North Carolina General Statutes within 20 calendar days of receiving the Board's decision. According to the law, "The scope of the hearing shall be limited to: Whether the local school administrative unit improperly failed to identify the child as an AIG student, or whether the local plan developed under G.S. 115C- 150.7 has been implemented properly with regard to the child." Following the hearing, the administrative law judge will make a decision based on the findings of fact and conclusions of law.

7. The administrative law judge's decision is final and binding on all parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. The administrative law judge shall give a copy of the written findings and the decision to the parties and to the State Superintendent of Public Education. Attorney fees are the responsibility of the parent.

By maintaining these clear policies and procedures, MGSD ensures that AIG students and families are supported throughout the identification, placement, and service process while providing appropriate avenues for review and appeal when necessary.

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*** Ideas for Strengthening the Standard**

MGSD is enhancing its data review and program evaluation efforts. The CORE AIG Team will maintain a Plan–Implement–Maintain (PIM) chart to monitor the progress of each practice in the plan. Annual surveys will be administered to students, families, and staff to gather ongoing feedback on AIG services. Data such as demographic distribution, growth and proficiency trends, CDM participation, Governor's School applicants, and teacher credentialing will be reviewed by the executive team and shared with the AIG Advisory Committee. At the secondary level, dropout data will be more closely monitored, and outreach to any AIG students who leave school before graduation will be prioritized to determine causes and identify possible interventions.

Planned Sources of Evidence

*	MGSD AIG Parent/Guardian Survey
*	MGSD AIG Student Survey (Elementary)
*	MGSD AIG Student Survey (Secondary)
*	MGSD AIG Teacher/Staff Survey
*	Plan-Implement-Maintain Chart (in development)

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 6 Additional Resources	N/A	AIG Glossary of Terms and Acronyms MGSD AIG Parent/Guardian Survey MGSD AIG Student Survey (Elementary) MGSD AIG Teacher/Stafff Survey MGSD AIG Student Survey - Secondary

Local Board of Education Approval

Mooresville Graded School District (491) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:
06/03/2025

AIG Related Documents

Mooresville Graded School District (491) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	AIG Plan Approval MGSD BOE

Optional Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	AIG Glossary of Terms and Acronyms Identification Flow Chart 2nd Grade CogAT Letter New Student CogAT Letter Scoring Grid School AI Goal Setting ChatBox Permission to Screen DEP Goals Input - Students Differentiated Education Plan - Elementary Differentiated Education Plan - Secondary HOPE Rating Scale Environmental Consideration Form DEP Review - Additional Subject DEP Review - No Change in ID DEP Response Form - Parent Signature MGSD AIG Data Snapshot 2024-2025 (Slides 1-4) DEP Goals Input - Parents
AIG Standard 2 Additional Resources	N/A	AIG Glossary of Terms and Acronyms Sample DEP

		Sample DEP Review AIG Student Data Snapshot - Growth Index AIG Student Data Snapshot - Proficiency Data MGSD AIG Data Snapshot 2024-2025 (Slides 6-7)
AIG Standard 3 Additional Resources	N/A	AIG Glossary of Terms and Acronyms AIG Specialist Schedule - K-5 AIG Student Snapshot - Growth Index AIG Student Data Snapshot - Proficiency Data Administrator Walk Through Snapshot Data English 2 Example AIG Specialist Schedule - Grades 6-12
AIG Standard 4 Additional Resources	N/A	AIG Glossary of Terms and Acronyms Local Endorsement Course Outlines for Elementary MGSD AIG Data Snapshot 2024-2025 (Slide 5) Local Endorsement Course Outlines for Secondary
AIG Standard 5 Additional Resources	N/A	AIG Glossary of Terms and Acronyms AIG Info Night Flyer 2025 AIG Info Night Engagement AIG Advisory Committee Resource Hub Community Event - Sample Planning Document Parent Book Study Sign Up Form Survival Guide for Parents of Gifted Kids - Book Study Outline
AIG Standard 6 Additional Resources	N/A	AIG Glossary of Terms and Acronyms

- MGSD AIG Parent/Guardian Survey
- MGSD AIG Student Survey (Elementary)
- MGSD AIG Teacher/Stafff Survey
- MGSD AIG Student Survey - Secondary

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Phrase	Definition