

**Iredell-Statesville Schools**  
**Local Academically or Intellectually Gifted (AIG) Plan**  
**Effective 2016-2019**

**Approved by local Board of Education on:** 13-JUN-16

**LEA Superintendent's Name:** Mr. Brady Johnson

**LEA AIG Contact Name:** Mrs. Kelly Hinson

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Iredell-Statesville Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

As LEAs continue to transform their AIG Programs to align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2016-2019. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

***For 2016-2019, Iredell-Statesville Schools local AIG plan is as follows:***

**Iredell-Statesville Schools Vision for local AIG program:** The vision of the Iredell-Statesville Academically or Intellectually Gifted Program is to support the current North Carolina definition of giftedness as stated in article 9B by identifying gifted learners, nurturing and addressing the needs of gifted learners, providing academic rigor with high expectations for gifted learners, and by providing training, support, and resources to promote teaching excellence that will enable gifted learners to achieve their potential and be successful in a globally competitive world.

The mission of the Academically or Intellectually Gifted Program is to rigorously challenge students by recognizing, cultivating, nurturing, and offering opportunities for continued growth by providing differentiated educational services beyond the regular education program. Iredell-Statesville Schools embraces the current North Carolina definition of giftedness to identify students in need of differentiated services as academically or intellectually gifted learners.

State Definition of AIG Students, Article 9B (N.C.G.S. § 115C-150.5)

Academically or intellectually gifted (AIG) students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond

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those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

Iredell-Statesville Schools gratefully acknowledges the many stakeholders, including Differentiation Specialists, Instructional Facilitators, counselors, AIG Advisory Team members, AIG School Coordinators, principals, teachers, parents, district personnel, and Board of Education members, who contributed to the development of the 2016-2019 Local Plan for Gifted Education.

Gifted Learning Director:

Mrs. Kelly Hinson

AIG Advisory Board:

Mrs. Katherine Cohen-Teacher

Mrs. Paula Huffman-Counselor

Ms. Brandi Agner-Counselor

Ms. Natalie Kelly-Assistant Principal

Ms. JoAnn Deal-AIG School Coordinator/Teacher

Mrs. Carol Millsaps-Differentiation Specialist/Parent

Mrs. Roxanne Hall-Parent

Ms. Erin Robertson-Differentiation Specialist

Mrs. Lauren Shipley-Differentiation Specialist

Ms. Jaye Parks-Blended Learning Instructional Facilitator

Ms. Barbara Hill-Instructional Facilitator/AIG School Coordinator

Mr. Todd Russo-Assistant Principal

Mrs. Amy Lynch-Parent/Teacher

Ms. Kimberly Gantt-AIG School Coordinator/Teacher

Mrs. Claudia Henderson-AIG School Coordinator/Teacher/Parent

Mrs. Stacey Shaf-Instructional Facilitator

Mrs. Andrea Galliher-AIG Administrative Assistant

Mrs. Kelly Hinson-Director of Gifted Learning/Parent

School Board Members:

Dr. David Cash

Mr. Charles Kelly

Mrs. Anna Bonham

Mr. Charles Gallyon

Mrs. Cindy Haynes

Mr. Max James

Mr. Martin Page

Superintendent:

Mr. Brady Johnson

Deputy Superintendent of Curriculum:

Dr. Melanie Taylor

Elementary and Secondary Curriculum Directors:

Dr. Mary Ann Karriker

Mrs. Kelly Cooper

Differentiation Specialists:

Ms. Erin Robertson

Mrs. Lauren Shipley

Mrs. Carol Millsaps

**Iredell-Statesville Schools utilized multiple approaches to gain feedback into the creation of the the 2016-2019 AIG Local Plan. Stakeholders participated in an online survey that resulted in responses from 550 parents and 327 Iredell-Statesville Schools teachers/administrators. The questions in the survey aligned to the NC AIG Program Standards and Practices. The survey gathered feedback relating to the perceived effectiveness of Iredell Statesville Schools in delivery of these standards and practices.**

**Iredell-Statesville Schools held four meeting opportunities with an AIG Advisory Board compiled of principals, assistant principals, district leadership, Differentiation Specialist, parents, teachers, Instructional Facilitators, and counselors. This group worked diligently to review and analyze each standard based on previous NC state feedback and local survey feedback. The Advisory Board was able to identify areas of strengths and weakness in each standard and develop a clear vision for 2016-2019.**

**The Gifted Learning Director also met with Principals and Secondary AIG School Level Coordinators to determine areas of needed focus and improvement. A Situation Appraisal was completed to provide insight and possible solutions into the area of Secondary DEP's.**

**Input was also sought during an Iredell-Statesville Schools' Administrative Team meeting. This meeting involves all Executive Directors, Directors, and Superintendents in the district. This meeting specifically looked at Standard 1 and how to provide a more inclusive identification opportunity for I-SS students.**

**Overall areas of strength that exist include the use of Differentiation Specialists with fidelity at the elementary level to support service delivery, consistent identification processes, the offering of the Professional Achievement Certificate (PAC) courses through the I-SS gifted department, schools use of flexible grouping, many enrichment opportunities and activities offered, annual regional meetings held to share information with parents, and regular folder audits performed.**

**Areas of focus and improvement for the 2016-2019 plan include increasing identification for underrepresented populations, strengthening Differentiated Education Plans at secondary level, improving social/emotional support for gifted learners particularly at secondary level, involving more secondary teachers in PAC course offerings, providing more support to secondary administration and teachers from the gifted department, making better use of partnerships within our community, sharing the local plan and ongoing data with multiple stakeholder groups, and improve access Gifted Department information via Iredell-Statesville Schools website.**

**When reading Iredell-Statesville Schools' AIG Local Plan the following rating scale was**

applied to identify level of performance on individual practices:

Not Evident-no examples can be provided to demonstrate evidence of this practice, Minimally Evident-at least one example can be provided to demonstrate implementation of this practice, Mostly Evident-multiple examples can be provided to demonstrate implementation of this practice, and Completely Evident-multiple examples can be provided to demonstrate implementation of this practice with strong evidence to support the steps were completed and monitored for success.

When reading Iredell-Statesville Schools AIG Local Plan the following rating scale was applied to identify level of performance for the overall standard summative rating: Not Demonstrated-within this standard not evident was marked for all practices, Developing-within this standard not evident and minimally evident was marked most frequently, Accomplished-within this standard mostly evident was marked most frequently, and Distinguished-within this standard completely evident is marked on all practices.

Currently Iredell-Statesville Schools serves 1,914 gifted students K-12. The vision/mission of the district is to work collaboratively with all stakeholders to meet the individualized needs of these unique learners, monitored through use of rigorous and relevant instruction, documented in a Differentiated Education Plan. Iredell-Statesville Schools wants every child to have a "passion for learning" and a desire to reach their highest potential! I-SS believes all learners deserve a caring, safe learning environment to grow, explore, and learn; in order to build college and career ready students!

**Sources of funding for local AIG program (as of 2016)**

State Funding	Local Funding	Grant Funding	Other Funding
\$1081444.00	\$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**

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

**District Response:** Gifted procedures regarding identification, screening, referral, and service delivery are communicated to all stakeholders via: face to face, technology, and written correspondence.

All parents, staff, and community members have access to information regarding gifted identification procedures through the I-SS website, AIG Department Page. The 2016-2019 Local AIG Plan will be posted on the district website with access from all school websites as well as the NC Department of Public Instruction's (NCDPI) AIG website. Information regarding screening, referral, and service delivery can also be located on the I-SS website.

Each Iredell-Statesville Schools' (I-SS) Board of Education member, AIG school coordinator, and school leadership team will receive a hard copy of the Local AIG Plan. The school leadership team should ensure the Local AIG Plan is accessible to school staff and stakeholders.

Every school will operate and maintain a Gifted Processes and Support (GPS) Team that will continue to be the primary source of information for school/family/community stakeholders regarding identification processes. This team will be facilitated by the school's AIG Coordinator. A school administrator should support the work of this team by providing time to meet and a meeting space. The team should be provided opportunities to communicate information to the entire staff and to parents in regards to the AIG 2016-2019 local plan. This team should meet monthly to ensure that communication between the district and the school level maintains continuity and information received by the school is kept current.

Each school will participate in required regional and individual school meetings to present the 2016-2019 Local AIG Plan information to parents/students/community at large and to all staff members. The Gifted Learning Director and Differentiation Specialists will present the 2016-2019 AIG Local Plan to principals, assistant principals, AIG School Coordinators, Instructional Facilitators, Blended Learning Coaches, AIG Advisory Team members, and district personnel.

Documents that explain screening and identification processes will be utilized in clear language and posted on the district website in English and Spanish. Annual stakeholder surveys will continue to be used to monitor stakeholder feedback in order to identify needs relative to the clarification and communication of screening and identification processes.

### **Practice B**

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

**District Response:** The North Carolina definition of giftedness, as described in Article 9B (N.C.G.S. § 115C-150.5), guides Iredell-Statesville Schools in the use of multiple criteria for student identification and services. Classroom teachers, school personnel, and school administrators are encouraged to be alert to students who display characteristics of academic and/or intellectual giftedness. Through the adoption of both traditional and non-traditional identification criteria staff will be knowledgeable of specific learner traits that research indicates occurs frequently in gifted children. Staff will have two learner profiles available for use during the identification process. Slocumb-Payne Teacher Perception Inventory and Scales for Identifying Gifted Students (SIGS) can be used at the discretion of the school to aid in the identification process. A home survey is also available at the discretion of the school in regards to the SIGS learner profile. Scores from these profiles can provide evidence that supports the likelihood of a child to be identified as a gifted learner.

Teachers will collect work samples and assessment data to document the need for screening and possible identification in grades K-2. Learner profiles can be used in addition to the work samples. The school's GPS Team evaluates the submitted samples and data to determine next steps. If the GPS Team recommends additional testing, parental permission is obtained, and an aptitude test, such as the Cognitive Abilities Test (CogAT), is administered to the student by a Differentiation Specialist or the Gifted Learning Director. If the student's age-norm percentile score on the Verbal and/or Quantitative subtest is 96 or higher, a school psychologist will administer an achievement test, such as the Woodcock-Johnson Test of Achievement (WJ). In grades K-2, these two criteria are required for AIG identification. A combined total of 40 points must be obtained through the evaluation of aptitude and achievement for K-2 students. If the student does not obtain the needed criteria for AIG identification, he/she is placed on a screening list for possible future identification. Aptitude and achievement age-norm percentile scores of 99 in either reading or math may indicate the need for subject advancement in the qualifying content area. Aptitude and achievement age-norm percentile scores of 99 in both reading and math may indicate the need for grade advancement.

In grades 3-12, a total of 30 points must be obtained through use of three to five criteria required for AIG identification. The CogAT is administered to students in third grade throughout the district as a Universal Screener. In fourth grade and beyond, the CogAT may be given to students who have 25-29 points based on the criteria for AIG identification, and lack a qualifying aptitude test score. Students obtain their points through their performance on aptitude, achievement and grades. These points are outlined below.

A screening list is maintained for students 4th grade and higher. Students who obtain an age-norm percentile score of 89 or higher on the Verbal and /or Quantitative CogAT subtest are placed on a screening list for possible identification in reading and/or math. Students may also be placed on a screening list when scoring in the 93 percentile or higher when measured by the NC End of

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Grade(EOG)/End of Course(EOC) in reading and/ or math meets the achievement criterion for identification. A yearly grade average of 93 or higher in ELA and/or math is the third criteria for AIG identification. A student may remain on a screening list for no longer than two school years. CogAT, EOG/EOC, and Final Grades are all considered current for no longer than 2 school years. At that point a student must start over again with the identification process.

A new category for identification recognized by Iredell-Statesville Schools is Intellectually Gifted or IG. Students in grades 3rd-12th who obtain a full 30 points for identification based solely from their aptitude score (96% or higher) will be identified IG. I-SS believes that students qualifying under the category of IG demonstrate high ability but need additional support in their academic achievement within the classroom. Other categories of identification recognized by Iredell-Statesville Schools include Academically and Intellectually Gifted Reading (AR), Academically and Intellectually Gifted Math (AM), and Academically Intellectually Gifted (AI). Students may qualify in math, reading or both.

Nonverbal CogAT subtest scores of students from underrepresented populations including the culturally/ethnically diverse, economically disadvantaged, English Language Learner, highly gifted, and/or twice-exceptional are reviewed to determine the need for an alternative aptitude assessment, such as the Naglieri Nonverbal Aptitude Test (NNAT), in an intentional effort to include those students in the screening process. Teachers also have available learner profiles to assist in the recognition of possible research based learner traits that might appear with one of these populations. Points may be obtained based on the following scale:

**Aptitude:**

96-99 = 30 points

93-95 = 20 points

89-92 = 10 points

**Achievement:**

93-99 = 10 points

85-92 = 5 points

80-84 = 3 points

**Final Grades:**

97-100 = 10 points

93-96 = 5 points

90-92 = 3 points

**Alternative Pathways:**

**SIGS**

>130 = 5 points

120-129 = 4 points

**Slocumb-Payne**

70-76 = 5 points

57-69 = 3 points



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**AIG Portfolio**

90-100 = 5 points

85-89 = 3 points

**Explanation of points:**

-K-2nd grade students must score 40 or more points to qualify for gifted services and scores must solely come from aptitude and achievement.

-3rd-12th grade students must score 30 or more points to qualify for gifted services.

-If a 3rd-12th grade student obtains 25-29 points, first complete a learner profile to see if qualifications can be obtained.

-If a 3rd-12th grade student's learner profile does not qualify him/her for services, the student may then complete an AIG portfolio. (The portfolio will be used to replace the points obtained on the learner profile.)

**Practice C**

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

**District Response:** The 2016-2019 Local AIG Plan will continue to support district-wide screening of all third grade students in I-SS. A screening list is maintained for students in 3rd grade and higher. Students who obtain an age-norm percentile score of 89 or higher on the Verbal and /or Quantitative CogAT or other approved (abilities) subtest are placed on a screening list for possible identification in reading and/or math. Students may also be placed on a screening list when scoring in the 93rd percentile or higher when measured by NC End of Grade(EOG)/End of Course(EOC) or other approved achievement test in reading and/ or math. A student may remain on a screening list for no longer than two school years. Aptitude scores, achievement scores, and final grades are all considered current for no longer than the previous two school years. At that point a student must start over again with the identification process.

Established screening and identification processes including evaluation of math and/or reading portfolios in 5th, 7th, and 10th grades and at other grade levels when requested, and the use of the Naglieri Nonverbal Ability Test (NNAT or NNAT2) for English Language Learners (ELL) when indicated, will continue in an effort to screen, refer, and identify traditionally underrepresented populations of the gifted who are representative of the LEA demographics. The Slocumb-Payne and SIGS learner profiles are readily available to assist classroom teachers in the identification of characteristics commonly noted in gifted learners. These learner profiles can provide feedback in the recognition of gifted ability traits in students that often fall into underrepresented populations.

During third grade universal screening students with identified 504's and IEP accommodations may have access to those accommodations as long as test administration guidelines permits. These accommodations will be provided to provide access the test.

The Gifted Learning Director will collaborate with the Director of Testing and Student Information, Director of Federal Programs, and the Executive Director of Exceptional Children to gather and maintain data regarding the screening, referral, and identification of populations to include ethnicity, economically disadvantaged, ELL, highly gifted, intellectually gifted, and twice-exceptional.

Resources are available in the ADR Resource Room to support schools in the identification of gifted students in underrepresented populations. The resource room offers staff training materials as well as nurturing programs to assist schools in working specifically with students in underrepresented populations. Our current numbers reflect 86% of students identified in Iredell-Statesville Schools are white, while 0.3% are American Indian, 5% Asian, 2% Black, 3% Hispanic and 2% multi-racial. Through implementation of learner profiles, the identification point system, and access to more nurturing programs, I-SS hopes to build a more inclusive gifted learning program.

#### **Practice D**

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

**District Response:** To ensure fidelity throughout the district regarding the implementation of screening, referral, and identification processes, as outlined in the Local AIG Plan 2016-2019, a standardized training has been developed and will be used throughout I-SS to ensure the consistent delivery of the revised local AIG Plan. Trainings are delivered annually to all school administration, AIG Coordinators, and teachers. The trainings take place prior to September 30th each school year.

AIG paperwork aligns the process for screening, referral, and identification. Every school in the district utilizes the same paperwork and documentation. Each school maintains a student folder to house the AIG paperwork at the school level. Audits are completed twice a year to make sure that folders are maintained. Once a student graduates from Iredell-Statesville Schools, his/her AIG identification folder is housed at ADR Education Center for five years.

All third graders participate in annual screening for aptitude. They are administered the Cognitive Abilities Test known as CogAT. Every school identifies a certified testing coordinator who receives training at the district level. Each testing coordinator provides information to his/her own site in regard to training individual, certified testing administrators, and proctors. The CogAT may be re-administered to an individual student each school year however, the scores will only be current for a period of two years.

GPS Teams support the work of the AIG Coordinator by providing a system of checks and balances within the school to ensure fidelity to processes. The GPS Team monitors the screening, referral, and identification processes within the school to make sure that students receive accurate results from the process. The GPS Team supports the screening of K-2 students in each school. The GPS Team will review the data of a K-2 student and make a determination whether to test.

Referrals for testing for identification as a gifted learner may come from a teacher, administrator, or parent. All referrals are sent to the GPS Team initially. A referral does not automatically mean a child will be tested. The team can make the determination to not test based on classroom data and

teacher input.

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

### **Practice E**

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

**District Response:** Regional meetings are held throughout the district prior to September 30th each year to share the identification process and service options for gifted learning in Iredell-Statesville Schools. All parents are invited to attend this meeting. A standardized training tool is used at every meeting to ensure all parents receive the same information. The meeting is announced via Connect-Ed, AIG Website, School Website, and newsletters. Parents and staff attending regional meetings are asked to sign in for record keeping purposes. The information shared at these meetings is available through the I-SS AIG Website throughout the year.

At the time of identification each family receives a Gifted Learner Parent Guide that explains identification process and service options. The guide provides information regarding frequently asked questions and procedures to disagree. Each parent or guardian signs stating the guide was received.

Differentiated Education Plans document a child's level of service that is provided dependent upon a child's identification as a gifted learner. These plans are reviewed four times a year at the elementary level, three times a year at the middle school level, and two times a year at the high school level. If level of service changes, the DEP is updated. Parent communication is documented on the DEP.

Existing I-SS policies, procedures, and forms ensure that students and parents/guardians are informed through the appropriate school, program, or department of application requirements and acceptance or denial of choice options including Honors courses, Advanced Placement courses, schools of choice (including the International Baccalaureate Primary Years Programme, Middle Years Programme and Diploma Programme, Crossroads Arts & Science Early College, Collaborative College for Technology and Leadership, Career Academy and Technical School, and Spanish Dual Immersion Magnet), NC School of Math and Science, NC Governor's School, and district academic competitions.

For students who transfer to I-SS from another LEA, prior AIG identification is accepted, the level of appropriate services is determined, and parents/guardians are notified of placement.

**Ideas to Strengthen the Standard:** Iredell-Statesville Schools will look more closely, during the school years, 2016-2019 at underserved/underrepresented populations. At this time only .10% of ELL population are identified as gifted. The shifting to a point system for identification will help provide a more inclusive opportunity for students.

Currently, we have 1.5% of our Speech Students identified as gifted, 0.11% of our students with identified learning and/or physical disabilities have gifted identification. The use of accommodations will be considered during the 3rd grade administration of the CogAT to increase access to the test for all students with IEP accommodations and 504 accommodations. The accommodations will be delivered as the CogAT testing guidelines dictate. The availability of accommodations for students that need them will assist in identification of twice-exceptional children.

Specific learner profiles will be identified and incorporated into the 2016-2019 AIG plan for Iredell-Statesville Schools. These profiles can assist teachers in identification of gifted learner traits in all types of learners. This documentation will be shared with school level Gifted Processes and Support (GPS) Teams when making a determination regarding possible testing for K-2 and can be used as part of the identification process in grades 3rd-12th.

These learner profiles can be used at schools with high populations of culturally/ethnically diverse and economically disadvantaged students to support need for K-2 nurturing programs. Iredell-Statesville Schools will work to provide resources and training to build capacity of these schools to provide nurturing programs to the students who demonstrate need.

Iredell-Statesville Schools will also adopt the category of Intellectually Gifted or IG. This category will provide an opportunity for students who demonstrate gifted ability but who have fallen short in the achievement category and have been unable to receive appropriate services. Differentiated Education Plans will be developed to help support the academic achievement for these identified students.

Currently only 33% of parents agree that identification processes are being communicated adequately. Communication will be improved by providing easier access to online links for the Gifted Department through the I-SS website. Link will be moved to a location that is more user friendly and accessible. Information for parents will be compiled into a Gifted Learner Parent Guide. This guide will contain answers to some of parents most frequently asked questions. The guide will be available online, at school offices, and provided to parents during DEP conferences annually. Communication will also be improved by providing ongoing communication letters home on enrichment opportunities and events sponsored by Iredell Statesville Schools Gifted Department throughout the year.

Gifted Processes and Support (GPS) Teams for each school will be more clearly defined and their purpose outlined in the AIG Local Plan. Special focus will be given to secondary schools. Currently 89% of middle and high schools report that they need more support in maintaining a GPS Team.

Consideration will be given over the next 1-2 years to placing the 3rd grade CogAT universal ability screening at 2nd grade, rather than 3rd grade. This consideration would allow for earlier identification of students who may have a higher ability level and achievement needs to be nurtured and encouraged through appropriate differentiation and instruction.

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Continued improvement will be made to the Differentiated Education Plan especially at the secondary level. This plan will need to become more valued by the student and be maintained electronically. Canvas will become our Learning Management System (LMS) for delivery of DEP content and communication between student/teacher/home/and school.

**Sources of Evidence:**

- Point system identification rubric created and in use
- Addition of Learner Profiles to the identification process
- Communication available through the I-SS webpage regarding posted Local AIG Plan
- Increase in identification of English Language Learners and Twice-Exceptional Students
- Gifted Learner Parent Guide created with answers to most frequently asked questions, explanation of identification process, and service options that are available
- Documented and reviewed Differentiated Education Plans
- Universal screening completed to all Iredell Statesville Schools third graders for CogAT administration
- K-2 nurturing programs available in elementary schools with high populations of culturally/ethnically diverse students and economically disadvantaged students.
- Addition of the Intellectually Gifted Category to the Iredell Statesville Schools identification process
- Sign in sheets from regional parent meetings
- Agendas and minutes from AIG Coordinator meetings, GPS meetings, Gifted Department meetings, school staff meetings
- AIG Identified Student Folder Audit Data
- AIG/IG Screening List

## **Standard 2: Differentiated Curriculum and Instruction**

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

### **Practice A**

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

**District Response:** Gifted Department Differentiation Specialists participate in Curriculum Review Week to work collaboratively with Iredell Statesville Schools Teachers and develop curriculum guides to ensure NCSCOS is delivered with aligned intent throughout all I-SS classrooms. Specialists will support the addition of adding planning ideas and viable resources to the curriculum guides that will support rigor and enrichment in the classroom.

Students have access to choice programs in regard to International Baccalaureate, A+ School, Dual Immersion (DI), Advanced Placement, Honors Courses, and Early College Programs. Students have other unique learning opportunities available through Credit by Demonstrated Mastery (CDM), STEAM and STEM, and blended learning. Online learning is also a viable option for students with new I-SS Virtual School offerings, iAcademy offerings, and NCVPS. Students do have the opportunity to subject or grade advance when criteria defined in Standard 1 is met. All schools implement Multiple Tiered Levels of Support (MTSS) and in many of our schools students are able to receive enrichment as part of this framework.

Differentiation Specialists support the work of the I-SS Continuous Improvement Model by offering planning and resource support for how to respond when students demonstrate mastery or already know what is being taught. The Differentiation Specialists will continue to support classroom teachers in implementing data- driven, research-based differentiation strategies at elementary and secondary schools to help meet the specific learning needs of academically gifted, intellectually gifted, and advanced students. Differentiation Specialists will be able to provide suggestions for available resources through the ADR Resource Room to adapt the NCSCOS for gifted elementary students. Blended Learning Coaches will support classroom teachers in middle and high schools in using 1:1 technology to create personalized learning environments through accelerated pacing and differentiated instruction. Instructional Facilitators at each school K-12 will continue to provide aligned professional development and coaching to individual teachers and Professional Learning Communities to promote strong differentiated core instruction.

AIG funds are used to maintain the ADR Resource Room where current, research-based resources and technology are available for checkout by teachers throughout the district for use in adapting the Common Core State Standards and NC Essential Standards in meeting the needs of gifted students and those with high academic potential. Available materials include above grade level texts, Junior Great Books, Hands-On Equations and other math manipulatives, interdisciplinary units, and advanced vocabulary and grammar resources. Additional technological devices and research-based curriculum will be purchased for the ADR Resource Room, as funding permits. The model lessons in

math and science for advanced middle and high school learners, introduced last year through NCDPI AIG and NCSSM and the exemplary lessons available on the NCDPI AIG wiki through the AIG Instructional Resources Project (IRP), will provide teachers with additional opportunities to infuse depth, complexity, and rigor into the NCSCOS. Problem-Based and Project-Based Learning resources are also available for checkout.

Principals are required to appropriately cluster students as well as provide acceleration opportunities within the school schedule. Students should be clustered in groups of no more than 6 to 8 AIG-Identified students. Through clustering, the identified gifted learner is provided the opportunity to experience a variety of grouping formats within the same classroom setting.

### **Practice B**

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

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

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

The Gifted Learning Department works closely with the curriculum department and meets weekly to collaborate on instructional needs. Classroom Walkthroughs are performed at all grade levels of the school system and data is shared district wide. CWT's look at differentiation that is happening in the classroom and what research-based approaches are being used. CWT's offer a formative coaching tool for Differentiation Specialists, Instructional Facilitators, and Blended Learning Coaches.

A wide variety of resources are made available through the Resource Room located in ADR

Education Center. These resources are designed to provide for many unique learning needs that a teacher may encounter within a diverse classroom. These resources are available for check out to any school in the district through the online Destiny System.

### **Practice C**

Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.

**District Response:** Iredell-Statesville Schools continuously makes every effort to provide research-based supplemental resources and professional development opportunities to improve curriculum and instruction. Iredell-Statesville Schools Gifted Department will work to provide Professional Development to secondary schools on rigorous instruction and sound lesson plan design. IMPACT grant funds will provide 1:1 technological devices and instructional resources to personalize instruction and learning in middle and high schools.

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

All I-SS teachers have access to the ADR Resource Room which houses current teacher and student research-based materials, technology, and content-specific manipulatives. A sampling of available resources include:

- Junior Great Books Series
- William and Mary resources (Jacob's Ladder, Language Arts Units and student books)
- Marcy Cook Math resources
- Hands-On Equations kits, Problem Solver I and II, and Super Source math materials
- Versatiles
- Chess and robotics kits
- Logic and reasoning games
- Classroom sets of novels, informational texts, and poetry collections
- Interact Simulations
- Advanced Placement exam preparation materials
- Primary Education Thinking Skills (PETS)
- Michael Clay Thompson vocabulary and grammar materials
- Professional books for educators and parents related to gifted learners, instruction, and social-emotional needs
- Problem-Based and Project-Based Learning Resources

Materials in the ADR Resource Room are reviewed regularly and updated as funding allows. Ongoing professional development on differentiation strategies continues to be a district focus.



### **Practice D**

Fosters the development of 21st century content and skills an advanced level.

**District Response:** Classroom teachers are encouraged to utilize problem-based learning and real-world applications to foster 21st Century critical thinking skills. Teachers have multiple professional development opportunities available to help support their use of 21st Century content in the classroom. Professional Development offerings are available through the gifted, technology, and curriculum departments. Specialized training is provided to schools in regard to IB, STEM, STEAM, A+, DI, and other speciality programs or philosophical learning approaches to help foster critical thinking. Resources to promote critical thinking skills are available to all teachers through the ADR Resource Room. The gifted department is working closely with secondary schools to train administration and teachers on how to add rigor to classroom instruction through sound lesson design that incorporates Bloom's Taxonomy and Marzano's High Yield Instructional Strategies.

The AIG Department will continue to promote and offer enrichment programs, summer camp options, and academic competitions across the district. These opportunities are shared through the Iredell-Statesville Schools' AIG Department website, Connect-Ed messages, quarterly electronic newsletter, etc. These enrichment offerings are designed to support critical and creative thinking among students. Often students will be asked to work together, problem solve, and think about real world implications. Summer enrichment camp offerings will be provided in June each year. Summer opportunities are also made available and promoted to all students through North Carolina School Science and Math (NCSSM), North Carolina Governor's School (NCGS), Duke TIP, and Summer Ventures. Some of the specific enrichment programs or competitions that I-SS supports and provides throughout the school year are school spelling bee, school science fair, district spelling bee, district science fair, school chess teams, district chess tournament, school Math Expo, regional Math Expos, school level robotics teams, district robotics competition, Odyssey of the Mind school teams, Odyssey of the Mind regional competitions, Battle of the Books, etc....

The district will continue to offer schools of choice such as Collaborative College of Technology and Leadership (CCTL), NCVPS, Visual and Performing Arts Center (VPAC), Dual Immersion (DI), A+ School, and the International Baccalaureate (IB) programs. The IB Career-Related Certificate option will expand student opportunities for real-world learning as do offerings at CATS.

Students are encouraged to participate in community service opportunities and internship opportunities at the secondary level. These opportunities give students a chance to gain real world knowledge of careers and job offerings in our area. Students are able to develop a better sense for why learning is important and become more goal oriented about their future. These community service opportunities are encouraged through Crosby Scholars, IB programs, Beta Clubs, CP program, DP program, etc...

The availability of technology enhances the 21st Century learning experience for students. All secondary schools participate in 1:1 laptop initiative. Students have their own personal device and teachers use a blended learning approach. In the elementary schools students have access to desktops, iPads, and MacBooks in all schools.

### **Practice E**

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

**District Response:** Assessment and differentiation are embedded in the I-SS Instructional Continuous Improvement Model to raise achievement and close gaps. The key five questions that support the model are:

- 1) What do students need to know?
- 2) How will they learn it?
- 3) How will we know they've learned it?
- 4) What will we do if they don't learn it?
- 5) What will we do if they already know it?

Iredell-Statesville Schools implements formative and summative data in variety of both formal and informal processes. Formative data is used to determine how instruction may need to change in order to meet the needs of the individual learner. Summative data is used to inform the teacher how well the student mastered the material being taught.

Differentiation Specialists, Instructional Facilitators, Blended Learning Coaches, teachers, PLC's, school leadership teams, and district leaders have access to many assessments resulting in both formative and summative data. Some of these assessments include Baseline, Benchmark, mCLASS:Reading 3D, AIMSWeb, Common Assessments, SIOP, EVAAS, EOG/EOC, MSLs, teacher assessments/observations, pre-assessments, and post-assessments. Assessment results are continuously monitored to determine the need for and effect of differentiated instruction.

Schools provide continuous opportunities for teachers to collaborate and review data through PLC's, Goal Teams, School Improvement Team Meetings, Data Days, etc. These collaborative opportunities provide teachers a chance to review the data and determine next steps. Differentiation Specialists assist the schools in review of the data and how to provide best practices for students who need extension and enrichment.

The Gifted Department provides a PAC course that is focused on assessment in the classroom and how to use it to drive instruction. This training is available to all teachers in the district and is an available resource for principals.

### **Practice F**

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

**District Response:** AIG students are clustered in groups of 6-8 in a classroom with a specialized trained teacher trained in gifted practices. Part of that training provides information on the social and emotional needs of the gifted learner. Additional resources for providing social and emotional support

to gifted learners are made available to all Iredell-Statesville Schools' staff through the ADR Resource Room.

Counselors and the Gifted Department will work together to use resources from SENG (Supporting Emotional Needs of the Gifted) to help better support the social and emotional needs of our gifted population. The departments will work collaboratively to implement specific strategies.

MTSS tiered support is used to document behavioral needs of students and can be used for the gifted learner. This system of support provides layers of intervention as defined by the intensity of the behavior.

Parent group training will be provided to increase awareness of social/emotional needs of gifted learners. The AIG Department will provide a guest speaker for a parent/community session on how to provide for the social and emotional needs of gifted learners.

### **Practice G**

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

**District Response:** Iredell-Statesville Schools believes in providing a variety of unique learning experiences for the K-3 students. K-3 programs and philosophical approaches to learning that exist throughout the district such as IB, A+, DI, STEAM, STEM, Leader in Me, help foster a child's young mind and build strong decision making skills. These programs provide students with ongoing peer collaboration and build connections to the real world.

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

Schools have K-2 nurturing programs accessible to them that can be implemented with specific types of learners to help nurture gifted characteristics. One of these programs, Primary Education Thinking Skills (PETS) is available in the ADR Resource Room. Also available to schools from the resource room are: Project M2, Jacob's Ladder Primary 1 and Primary 2, U Stars, and Center for Gifted Education William and Mary Learning Units. All of these resources are viable options for nurturing K-2 ability. The Gifted Department will work with schools to help build their capacity to deliver these programs to students that may benefit from this type of instruction. It is suggested that the learner profiles mentioned above, work samples, performance compared to peers, and testing data all be used to help select students for nurturing programs. The Gifted Department will continue to explore the use of nurturing programs and investigate the purchase of other programs to house in the ADR Resource Room and make available to schools.

In Iredell-Statesville Schools students in K-2 have the opportunity to be identified as gifted. The student must be reviewed through the GPS team first. The team should look at student performance

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data, work samples, learner profiles, and consider teacher input. The team should give careful consideration and, if the determination is made for testing to occur, the team should follow the steps outlined in Standard 1 for identification.

**Practice H**

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

**District Response:** Gifted Department Differentiation Specialists participate in Curriculum Review Week to work collaboratively with Iredell-Statesville Schools' teachers and develop curriculum guides to ensure NCSCOS is delivered with aligned intent throughout all I-SS classrooms. Specialists will support the addition of adding planning ideas and viable resources to the curriculum guides that will support rigor and enrichment in the classroom.

Students have access to choice programs in regards to providing a differentiated curriculum. These programs are International Baccalaureate, A+ School, Dual Immersion (DI), Advanced Placement, Honors Courses, and Early College Programs. Students have other unique learning opportunities available through Credit by Demonstrated Mastery (CDM), STEAM and STEM, and blending learning. Online learning is also a viable option for students with new I-SS Virtual School offerings, iAcademy offerings, and NCVPS. Students do have the opportunity to subject or grade advance when criteria defined in Standard 1 is met. All schools implement Multiple Tiered Levels of Support (MTSS) and in many of our schools students are able to receive enrichment as part of this framework.

Differentiation Specialists are available as needed to support the work of teachers and Instructional Facilitators during Professional Learning Communities that meet weekly in all Iredell Statesville Schools. These collaborative meetings provide time to discuss data-driven differentiation needs of students. Students who indicate mastery of curriculum are able to work at more challenging levels and move deeper into the content. Differentiation Specialists can assist schools with locating resources and planning instruction.

Differentiation Specialists are also available to the Iredell-Statesville Schools' Blended Learning Coaches in supporting classroom teachers in middle and high schools in using 1:1 technology to create personalized learning environments through accelerated pacing and differentiated instruction. Instructional Facilitators at each school K-12 will continue to provide aligned professional development and coaching to individual teachers and Professional Learning Communities to promote strong differentiated core instruction.

Differentiation Specialists deliver professional development that is available to all teachers in the district. This training opportunity focuses on the needs of gifted learners and provides teachers the opportunity to receive a district-level Professional Achievement Certificate (PAC) in gifted learning. The department also delivers trainings in individual schools upon request as well as for specific district needs in regards to differentiation, rigor, and curriculum design for gifted learners.

AIG funds are used to maintain the ADR Resource Room where current, research-based resources and technology are available for check out by teachers throughout the district for use in adapting the Common Core State Standards and NC Essential Standards in meeting the needs of gifted students and those with high academic potential. Available materials include above grade level texts, Junior Great Books, Hand-On Equations and other math manipulatives, interdisciplinary units, and advanced vocabulary and grammar resources. Additional technological devices and research-based curriculum will be purchased for the ADR Resource Room, as funding permits. The model lessons in math and science for advanced middle and high school learners introduced last year through NCDPI AIG and NCSSM and the exemplary lessons available on the NCDPI AIG wiki through the AIG Instructional Resources Project (IRP) will provide teachers with additional opportunities to infuse depth, complexity, and rigor into the NCSCOS. Problem-Based and Project-Based Learning resources are also available for checkout.

Differentiation Specialists provide scheduling support to principals who are required to appropriately cluster students as well as to provide acceleration opportunities within the school schedule. Students should be clustered in groups of no more than 6 to 8 AIG-identified students. Through clustering the identified gifted learner is provided the opportunity to experience a variety of grouping formats within the same classroom setting.

The Gifted Learning Director attends all district monthly principal meetings and provides professional development as well as timely information regarding identification and service delivery for gifted learners. The Gifted Learning Director also collaborates with the Curriculum Instruction Department and is present at all monthly meetings.

### **Practice I**

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

**District Response:** Differentiated Education Plans are deployed at both elementary and secondary levels. The DEP allows for ongoing communication between the teacher, student, and parents in regard to how the individual needs of an identified gifted child will be met.

At the elementary level the DEP communication between home and school occurs four times a year. The initial meeting is face-to-face. The initial meeting should take place prior to September 30th. The following three school to home communications are not required to be face-to-face but should take place on the following timeframe: the second prior to December 1st, the third prior to March 1st, and the final prior to June 1st. The DEP will outline level of service, modified learning environment, educational goals, and progress towards those goals.

At the middle school level the DEP will be housed in the online LMS of Canvas. The middle school DEP will be electronic and the communication from home to school will also be documented electronically. We will transition to this new format during the school year 2016-2017. The secondary DEP is required to have an initial face-to-face meeting with parents prior to September 30th. Two more communications should follow.

The second communication should happen prior to January 30th and the final communication should occur prior to June 1st. The secondary electronic DEP will have easy to manipulate drop down boxes for selections of specific differentiation strategies. A narrative will elaborate on the strategies that have been selected. The DEP will outline specific student interests, extracurricular activities, academic honor programs, and goal setting. Each student will be assigned a teacher advisor to monitor progress on the DEP and aid with school/ student/parent communication.

At the high school level the DEP will also be housed in the online LMS of Canvas. The high school DEP will be electronic and the communication from home to school will also be documented electronically. We will have to transition to this new electronic format during the school year 2016-2017. The high school DEP is required to have two communications. Neither communication is required to be face-to-face, but more frequent communication is expected if the student is not showing progress. The initial communication with parents should occur prior to September 30th and the final communication should occur prior to April 30th. The high school electronic DEP will have easy to manipulate drop down boxes for selections of specific differentiation strategies. A narrative will elaborate on the strategies that have been selected. The DEP will outline specific student interests, extracurricular activities, academic honor programs, and goal setting. Each student will be assigned a teacher advisor to monitor progress on the DEP and aid with school/ student/parent communication.

Students that are identified under the category Intellectually Gifted (IG) will also receive a DEP. The DEP will follow the same elementary, middle school, or high school format as defined above, depending on the age of the student. The only exception will be that the school must include focus on how to increase academic achievement for the student. This focus should be outlined in the goal setting portion of the DEP.

**Ideas to Strengthen the Standard:** Recent district wide survey data indicates a discrepancy in the degree of understanding of gifted services, curriculum offerings, and enrichment opportunities provided by I-SS between elementary schools and secondary schools. Secondary schools display a much larger gap in their knowledge of gifted services. Data from a survey performed only with secondary schools indicates that 0% of secondary schools operate a Gifted Processes and Support (GPS) Team with fidelity. Iredell-Statesville Schools will provide more support in the implementation of effective GPS Teams at the secondary level. More discussion time will be provided at the quarterly AIG School Coordinator's meetings and monthly principal meetings on how to build and support the work of this team in each school. Secondary schools need to implement GPS Teams with fidelity for accountability at the school level in regards to service delivery and student gifted folders being maintained.

Iredell-Statesville Schools will work to increase the implementation of effective Differentiated Education Plans at the secondary level. The plans should demonstrate a better alignment to our mission/vision to provide rigor and enrichment opportunities beyond the everyday classroom. There is a need for greater fidelity to maintain the DEP at the secondary level. Current folder audit data indicates that 11% of secondary schools are in compliance with AIG student folder expectations. The majority of these issues rest with the DEP process. Secondary schools indicate difficulty with communicating DEP information with parents. Secondary DEPs will transition to an online format supported through the district Learning Management System (LMS) of Canvas. Secondary schools

will deploy a shared ownership of the DEP process and provide assigned teacher advisors to each identified gifted student. The advisor will assist with the DEP process and ensure that communication is happening between home and school through the LMS.

Additional support from a Differentiation Specialist is needed at the secondary level to support administration and AIG School Coordinators. An additional position has been requested to support the improvements that are needed in the secondary levels. More flexible scheduling with the current Differentiation Specialists is also being considered. Differentiation Specialists will be used at all the schools, elementary and secondary, to ensure that services are being documented and delivered at all levels. The specialists will be available to all elementary and secondary schools to support curriculum needs and DEP implementation.

Summer Enrichment opportunities will be improved to provide more of a focus on curriculum and increase the use of critical and creative thinking. The goal will be to continue to grow the camps that are being offered to provide more of a variety of choice across multiple content areas. Effort will be given to making the I-SS teachers more of a collaborative part of the planning process through use of the Instructional Facilitators at each school. A specific summer camp opportunity will be provided to secondary students in order to help support social/emotional development and future goal setting.

An updated process for checking out materials from the ADR Resource Room will be initiated to help expedite the check-out process and make availability of resources more equitable across the district.

According to our gifted department survey only 33% of parents feel that Iredell-Statesville Schools can support the social and emotional needs of their gifted learner. More training information will be shared with counselors in regards to supporting the gifted learner in the classroom. Time for collaboration between the Counseling and Gifted Learning departments will be provided to increase the flow of communication between the two departments.

**Sources of Evidence:** -ADR Resource Room purchase orders and checkout data

-Documented differentiation on Differentiated Education Plan (DEP)

-MTSS paperwork

-Documentation of training for Differentiation Specialists

-Student interest inventories, work products and assignments

-I-SS Curriculum Guides containing resources and planning ideas for curriculum extension and enrichment

-NCSSM enrollment

-Governor's School Acceptance and Participation

-Participation by all schools in AIG Department sponsored enrichment opportunities

-AIG student enrollment in choice option schools and advanced classes

-Implementation of Common Assessments, Pre-Assessments, Post-Assessments, Benchmark Assessments, EOG's and EOC's

-Flexible grouping and cluster grouping formats

-Published AIG growth trend data

-GPS Team sign in sheets and minutes

-AIG Audit Folder Data

-Schedules of Differentiation Specialists

-Principal meeting minutes, AIG Coordinator's meeting minutes

### **Standard 3: Personnel and Professional Development**

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

#### **Practice A**

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

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

#### **Practice B**

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

**District Response:** The three AIG-licensed Differentiation Specialists are employed and trained to serve as support personnel to directly impact the services relative to the academic, intellectual, social, and emotional needs of gifted learners in the elementary schools. The Differentiation Specialists work collaboratively with teachers and students in elementary cluster classrooms and are employed to provide support for gifted learners, AIG cluster classroom teachers, and other school personnel through planning, professional development, resources, co-teaching, model lessons, direct instruction, and coaching. Specialists are involved in GPS Team meetings, student screening, student identification, student testing, communicating with stakeholders, parent meetings, parent conferences, and assisting with AIG enrichment activities. Specialists work very closely with each school's AIG Coordinator to ensure fidelity for Iredell-Statesville Schools' local AIG Plan. They also lead district-wide K-12

professional development through Professional Achievement Certificate (PAC) in Gifted Education courses and may provide other needed indicated professional development based on stakeholder need.

#### **Practice C**

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



**District Response:** The district will continue to employ an AIG Director and Differentiation Specialists who are AIG certified. Teachers of AIG students will continue to be encouraged to pursue AIG licensure through a college/university.

Throughout the district, teachers of AIG students will be required to have AIG add-on licensure, be working to obtain AIG add-on licensure, have completed the locally offered AIG Professional Achievement Certification Courses, or be working to complete the AIG Professional Achievement Certification Courses.

Professional development will continue to be offered to all teachers of AIG students to ensure that appropriate differentiated services are provided. Coaching and support for teachers on differentiation practices will be provided by the Differentiation Specialists, Instructional Facilitators, Intervention Specialists, and Blended Learning Coaches.

#### **Practice D**

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

**District Response:** Students will be cluster grouped at the elementary level with teachers who have AIG add-on licensure, are working on AIG add-on licensure, have the local AIG Professional Achievement Certificate or are working to obtain the local AIG Professional Achievement Certificate.

Students at the middle school level will have advanced course options taught by teachers who have AIG add-on licensure, are working on AIG add-on licensure, have the local AIG Professional Achievement Certificate or are working to obtain the local AIG Professional Achievement Certificate.

Students at the high school level have choice option pathways. Teachers working with AIG students will have AIG add-on licensure, be working on AIG add-on licensure, have the local AIG Professional Achievement Certificate or be working to obtain the local AIG Professional Achievement Certificate.

#### **Practice E**

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

**District Response:** Iredell-Statesville Schools strives to improve student achievement and educator effectiveness using personalized learning environments aligned with college and career-ready standards. The school system has a mission to grow globally competitive students. The I-SS vision is to continue to strive to ignite a passion for learning with all students, including our gifted learners. To support the vision and mission Iredell-Statesville Schools provides ongoing professional development opportunities to all teachers that move the district toward our goals.

The district utilizes student performance data, School Improvement Plans, Department Improvement Plans, teacher evaluation data, district strategic goals to create an aligned approach to professional development needs. The district provides an aligned structured time for professional development delivery on Early Release Days (ERD) implemented throughout all schools. Instructional Facilitators, Differentiation Specialists, and Blended Learning Coaches work together to provide delivery of professional development aligned to district and school needs.

Additional professional development is available through other sources, such as funding for teachers obtaining their AIG add-on licensure, ongoing availability of courses that lead to the local AIG Professional Achievement Certificate, and direct coaching and support provided by the Differentiation Specialists.

### **Practice F**

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

**District Response:** Teachers working with AIG students will continue to be provided with training, resources, coaching and support to address the current state and national standards and best practices in gifted education. Iredell-Statesville Schools supports the use of Professional Learning Communities (PLC's) to provide for ongoing planning and collaboration between certified staff. Each professional group such as Differentiation Specialist, school AIG Coordinators, teachers, Instructional Facilitators, and Blended Learning Coaches, all have regularly scheduled collaborative meeting times. PLC's focus on planning instruction that is relevant to student needs driven by data. PLC's provide time for ongoing best practice sharing and refinement of best practices. Professional development opportunities impact PLC's by promoting innovation within the group.

Differentiation Specialists, school AIG Coordinators, teachers, Instructional Facilitators, and Blended Learning Coaches are all evaluated on their implementation of professional development in the classroom and on reflection of their practice. This evaluation it provides ongoing feedback to these certified staff on how well professional development opportunities are being implemented and what impact are they having on student learning. These certified staff are evaluated by the guidelines set forth through the State of North Carolina.

**Ideas to Strengthen the Standard:** Current survey data indicates that few secondary teachers take advantage of the AIG PAC courses that are provided as free professional development throughout the school year. These courses do require a time commitment and can be difficult for many teachers to fit into their schedule. To provide more flexibility for the learner, the department will pilot AIG PAC Courses online through the district online Learning Management System of Canvas.

In addition to the above course offerings, the Gifted Learning Department will provide short one session professional development opportunities that highlight best practices in our schools. The department will utilize AIG PAC teachers to share their best practices in a brief one to two hour after school Professional Development session four to five times a year. These sessions will be flexible and teachers may pick and choose the offerings they would like to attend.

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The Gifted Department will explore options for creative scheduling with the current Differentiation Specialists and will seek the possibility of hiring an additional Differentiation Specialist to provide more support to secondary schools. Secondary AIG Coordinators, GPS Teams, and teachers of gifted-identified students indicate a need for stronger support by our specialists. Currently 0% of the secondary schools report being able to maintain a GPS Team with high levels of fidelity.

The role of the Differentiation Specialists is part of a push-in approach and specialists should work in collaboration with the classroom teacher not in isolation. The Differentiation Specialists should support the school level understanding of data and provide alignment to classroom, school, and district needs in regard to AIG learners.

**Sources of Evidence:** -AIG Department defined roles and job description (See appendices)

- AIG Department employees certification/qualifications on file with Human Resources
- Differentiation Specialist job description, schedule, and travel log
- Stakeholder survey data (administration/classroom teachers/parents/students)
- Certificate of attendance at NCAGT state conference
- Certificate of attendance at local, state and national professional development for AIG teachers/Coordinators/Specialists, as funding allows
- EVAAS, EOG/EOC, data for cluster classroom teachers working with gifted learners
- Sign in sheets or certificates from professional development for school personnel
- Sign in sheets for AIG Professional Achievement Courses
- Reimbursement documents for teachers who have obtained AIG add-on licensure
- Human Resources Department licensure documentation-Annual data on number of AIG certified personnel
- Annual data on placement of AIG students with trained AIG teacher
- Annual data on the number of teachers reimbursed for obtaining Add-on licensure
- Annual data on the number of teachers completing AIG Professional Achievement Courses
- PD Agendas and sign in sheets
- Differentiation Specialists' coaching notes
- Calendar of yearly AIG PD opportunities
- School Site PLC agendas
- PLC meeting attendance and agendas
- Professional development agendas for county-wide early release days
- AIG Professional Achievement coursework, sign-in sheets, agenda, teacher products
- Annual survey data
- MTSS Data Day agendas

## **Standard 4: Comprehensive Programming within a Total School Community**

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

### **Practice A**

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

**District Response:** Members of the Gifted Learning Department will attend professional development on the social/emotional needs of gifted learners and seek to visit other school districts that have effective K-12 comprehensive programs and services. The Gifted Learning Department will seek presenters who will expand teacher and parent knowledge regarding the comprehensive needs of gifted learners. Professional Achievement Certificate (PAC) courses will include professional development on these needs. Teachers who work with gifted students in core subjects will be required to take the PAC courses so they can deliver services appropriately. School personnel will offer individual parent conferences to discuss the academic, intellectual, social, and emotional needs of gifted learners as requested or needed. Differentiation Specialists will help deliver and support teachers in the implementation of these services. The Gifted Learning Department will work closely with the I-SS counselors to share resources available to support emotional needs of gifted students. SENG will be utilized as a resource for counselors. Learner profiles that are available to classroom teachers and counselors will provide feedback to the school on specific needs of the learner.

Differentiated Education Plans at the secondary level are being improved to reflect the comprehensive needs of a gifted learner. The students, teachers, and parents will be asked to consider the academic needs of the student through higher level coursework and clearly implemented differentiation strategies. The plan will also ask everyone to consider goal setting that can be short term or long term in an effort to motivate the gifted learner. The secondary DEP will also ask the learner to provide evidence of what extracurricular activities or clubs he or she participates in. This type of participation often provides a look at the social needs of a student. Through this type of DEP format the school will be better able to individualize the support provided to each student.

With the addition of the Intellectually Gifted(IG) identification, we will be able to also better serve and provide for the comprehensive needs of all learners. We will begin using our DEP's to focus on achievement for these learners and how to improve their academic performance to align with their ability.

### **Practice B**

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

**District Response:** Meeting the needs of AIG learners is embedded, differentiated, and directly

aligned to district initiatives. The district Curriculum and Instruction Team meets weekly to identify program/service needs, gaps, and/or successes regarding district program goals, LEA resources and strategic future planning. Student DEPs/MTSS paperwork are written to align with the area(s) of student identification for gifted learners. DEPs/MTSS paperwork are reviewed at least annually by teachers/parents/students to ensure alignment and appropriate service delivery. The district provides updated materials (books, computers, manipulatives, literature and professional resources) through the ADR Resource Room with ongoing accessibility to district educators. According to the most recent district AIG survey, 30% of I-SS teachers do not adapt the NCSCOS or utilize rigorous curriculum. The AIG Department will be more intentional in supporting teachers through the district-provided curriculum guide by including enrichment and extension activities for the gifted and high level learners. The curriculum guide will also provide resources that are available through the ADR Resource Room.

### **Practice C**

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

**District Response:** Gifted education services and goals are aligned to the NCSCOS, providing programs that include school choice options and course choice options. District initiatives such as Dual Immersion (Spanish/English), Leader in Me, instructional differentiation, reading and math PDSAs, and Multiple Tiered Systems of Support (MTSS) serve as a link to the provision of appropriate AIG services at the classroom level. Instructional Facilitators, Blended Learning Coaches, and other Specialists provide ongoing coaching and support to all regular education teachers at each school.

Differentiation Specialists provide coaching and support to regular education teachers working with AIG and high achieving students. The Differentiation Specialists work directly with AIG teachers and students in elementary cluster classrooms and are employed to provide support for gifted learners, AIG cluster classroom teachers, and other school personnel through planning, professional development, resources, co-teaching, model lessons, direct instruction, and coaching. They also lead district-wide K-12 professional development through the Professional Achievement Certification (PAC) courses and other professional development needs based on stakeholder survey data that impacts entire school communities.

### **Practice D**

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

**District Response:** According to the most recent district AIG survey, 23% of the I-SS teachers and administrators surveyed feel that we do not provide information about the AIG processes, Differentiation Specialists and AIG School Coordinators will continue to receive training on the Local AIG Plan, policy, and processes. The Differentiation Specialists and/or AIG School Coordinators will provide the training to each school site staff and parents at mandatory informational meetings. The

Director of Gifted Learning will provide training to administrators, Differentiation Specialists, AIG School Coordinators, Instructional Facilitators, and Blended Learning Coaches. AIG School Coordinators and/or Differentiation Specialists will notify teachers of the AIG-identified students assigned to their classrooms as well as students on the screening list. Teachers working with gifted students will begin/continue/complete professional development requirements. The Gifted Department will provide a hard copy of the Local AIG Plan to all school leadership teams that includes all necessary procedures and paperwork. All AIG School Site Coordinators have access to resources online to support delivery of services. These resources are reviewed at quarterly AIG Coordinator PLC's. Each school has a GPS Team in place to support the communication of service delivery, instruction, and regulations for AIG students. The GPS Team is kept informed by the AIG Coordinator at the school.

### **Practice E**

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

**District Response:** Standardized presentations, visuals, and materials have been developed and will be used to increase the fidelity of processes and procedures for the Local AIG Plan. The Gifted Learning Department has a process in place to transfer the AIG student folders and information from one school to another during the key transition points, including transferring from elementary school to middle school, or middle school to high school, or transferring between schools midyear. Student folders transferred at the end of a school year are collected by the Gifted Learning Department, reviewed for accuracy, and delivered to the student's new school at the start of the new school year. Folders transferred throughout the school year are handled by the school data managers and sent with a child's cumulative records to the receiving school. When students are transferring out of the school system their folders are kept on file at ADR Education Center in the Gifted Learning Department for up to five years. The receiving school system will be sent copies of the student's gifted identification paperwork. All student folders that needs Differentiation Specialists will align school site training with the district initiatives as well as serve on each school GPS Team. Further communication will also occur at quarterly AIG PLC meetings for AIG School Coordinators and quarterly meetings for the AIG Advisory Team.

### **Practice F**

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

**District Response:** The continued use of school-based and district-level PLCs, Advisory Team meetings, and required staff informational meetings, and face-to-face conferences will allow collaboration and involvement among regular education teachers, exceptional children's teachers, other specialists, instructional staff, parents/families, and administrators in the provision of differentiated services to address the social and emotional needs of AIG students. The Gifted Learning Department will work collaboratively with the counselors during monthly counselor meetings

to share information from SENG on supporting the social and emotional needs of gifted learners.

### **Practice G**

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

**District Response:** Guidelines for subject advancement are outlined for K-8 students. These guidelines indicate that a student must score at the 99th percentile on an approved nationally-normed aptitude assessment, 99th percentile on an achievement test, and have final subject grades of 99% or higher, all in the same subject area. An observation and recommendation by the principal and approval from the Director of Gifted Learning are also required. A student who qualifies for grade advancement must possess these criteria in both ELA/reading and math. K-8 subject advanced students will transition to the next grade class within the school, attend classes at the higher level class location, or will also have the option to participate in advanced classes virtually. Criteria for students in grades 9-12 is the same as that mentioned above. However, students in these grades can choose Dual Enrollment at Mitchell Community College, Honors and/or AP coursework. The Credit by Demonstrated Mastery policy will allow students to earn credit for a course without completing the traditional seat time, if established criteria is met.

Parents of students who qualify for these levels of service may decline the recommendation. The district will honor the accelerative services of students who have transferred into the district with documented need. NC guidelines are followed in evaluating a request for early admission to kindergarten. The Gifted Learning department has purchased the Iowa Acceleration Scale, 3rd Edition as an additional tool for determining the need for acceleration.

### **Practice H**

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

**District Response:** The Gifted Learning Department will offer a variety of assessments for gifted identification including nonverbal options for the typically underrepresented populations of gifted students. One of these options would be the Naglieri Nonverbal Ability Test(NNAT). Additional assessment options for the identification of these students will be researched. Collaboration with the Exceptional Children's(EC) and English as a Second Language(ESL) Departments will also ensue regarding the specific needs of twice-exceptional students and English Language Learners(ELL), respectively.

The Gifted Learning Department provides nurturing resources for the ADR Resource Room to support the needs of these students. Jacob's Ladder, Project M2, UStars, William and Mary Units, and PETS are all available to build nurturing opportunities for students.

Professional Achievement Certificates(PAC) Courses will include professional development on gifted

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students from underrepresented populations. Based on research results, the Gifted Learning Department will determine specific guidelines for using alternative assessments with students from underrepresented populations. Learner profiles and portfolios help provide alternative pathways for identification to provide a more inclusive program.

**Practice I**

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

**District Response:** AIG students in Iredell-Statesville Schools have the opportunity to participate in various competitions and enrichment activities such as: Robotics, Odyssey of the Mind, NC Governor's School, Spelling Bee, NCASA Scholastic Cup competitions, Science Fair, Math Fair, Battle of the Books, and Chess. Summer enrichment camps are offered and include a variety of academic and non-academic activities. All of these enrichment opportunities are designed to inspire critical thinking and problem solving.

**Practice J**

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

**District Response:** The Iredell-Statesville Schools' AIG model is to push-in cluster classes at the elementary level. The Differentiation Specialists provide coaching for the cluster classroom teachers through planning time as well as PAC courses. Differentiation Specialists also meet with elementary principals to discuss placement of AIG identified students to ensure those students are placed in cluster classrooms with teachers who meet professional development requirements. They also discuss watch list students with principals and classroom teachers to ensure awareness of student potential.

Secondary students are provided opportunities to take higher level coursework. School leadership works to intentionally schedule these students into Advanced Placement (AP) and Honors courses. Appropriate differentiation should be provided through the assigned coursework and documented on the DEP.

**Ideas to Strengthen the Standard:** Iredell-Statesville Schools will increase communication with all stakeholders throughout the year. Currently, according to the most recent district AIG survey, only 33% of parents, and school staff feel that information about AIG identification, services, and enrichment opportunities are communicated effectively.

The Gifted Learning Department will provide more accessible information in order to answer parents' frequently asked questions. According to the AIG Advisory Team, our AIG summer enrichment camps that are sponsored by the Gifted Learning Department need to be renamed so that parents,



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students, and teachers know and have an understanding that they are open to all Iredell-Statesville Schools students' not solely AIG-identified students.

The Gifted Learning Department website needs to be more easily accessible for parents and district employees. We will work with our Communications Department to determine if we can move the AIG homepage.

At I-SS elementary schools where 70% or more of the population is identified as Economically Disadvantaged, 2% or less of their total population is identified as gifted. Therefore, we recognize the need to increase our support for nurturing programs at the K-2 level.

**Sources of Evidence:** -Sign-in sheets and/or certificates of completion for gifted learner related professional development from teachers, specialists and parents

-Gifted Learning Department website linked on the District and School websites with FAQ's answered.

-Gifted Learner Parent Guide

-Enrollment 1st of AIG students in schools of choice and choice courses

-Quarterly Flyers with upcoming enrichment opportunities

-AIG information packets for students new to the district and Kindergarten parents

-Agendas/Sign in sheets from GPS, AIG coordinator, and Advisory Board Meetings

-District Resource Room Process Document

-Student AIG Folders

-Nurturing Program materials check out/in list

## **Standard 5: Partnerships**

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

### **Practice A**

Develops partnerships with parents/families and the community that are intentional and meaningful to support the following needs of AIG students:

- ☐ academic and intellectual
- ☐ social and emotional.

**District Response:** The Gifted Learning Department partners with the AIG Advisory Team to ensure that the most appropriate services are provided to AIG students. The Gifted Learning Department recognizes accomplishments of AIG students through social media, the website, the local newspaper, and Board of Education meetings. The Gifted Learning Department will be more intentional, during the 2016-2019 plan, in sending home quarterly flyers to recognize the accomplishments of AIG students as well. The Gifted Learning Department will continue to share information concerning other opportunities throughout the community for gifted learners/stakeholders to be involved in including North Carolina Association for the Gifted and Talented, North Carolina Virtual Public School, North Carolina School of Science and Math, North Carolina Governor's School, enrichment summer camps, and other enrichment opportunities with all stakeholders. The Gifted Learning Department will also be more intentional during the 2016-2019 plan in working with the I-SS Partnerships Coordinator to help provide opportunities for internships within the community for high school students to grow as gifted learners. The internships students take part in will be recorded on their Differentiated Education Plans.

### **Practice B**

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

**District Response:** The Gifted Learning Department shares a presentation with information regarding the local AIG plan through Regional Parent Informational Meetings and Staff Informational Meetings. The presentation is available on the district AIG website. Forty-two percent of K-12 parents surveyed on the most recent district Local AIG survey do not feel that Gifted Learning Department communicates with them to ensure that appropriate services are provided for their children. Therefore, elementary and middle school teachers will continue to share information about how the local plan and AIG policies relate to service options with parents during DEP meetings at the beginning of the year and high school teachers will continue to share information electronically. Parents will continue to have representation on the AIG Advisory Team.

### **Practice C**

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

**District Response:** The District AIG Advisory Team was charged with the duty of reviewing stakeholder feedback and addressing the North Carolina AIG Program Standards in the development of the 2016-2019 Local AIG Plan. The AIG Advisory Team includes parents, teachers, principals, and district administrators who meet quarterly with the AIG Department to provide feedback and input and monitor the implementation of the Local AIG Plan. Stakeholder survey results are used in the development and monitoring of the Local AIG Plan. Since 61% of parents surveyed on the most recent district AIG parent survey felt that I-SS did not involve them in the development, implementation, and monitoring of the Local AIG Plan and 78% of the parents surveyed on the most recent AIG parent survey did not know that I-SS has established an advisory group that meets regularly to review all aspects of the local AIG program and make recommendations for improvement, the Gifted Learning Department will ask each school principal to invite one parent and one teacher to participate on the AIG Advisory Team so there is a diverse group of people on the team from across the district for the 2016-2019 plan years.

#### **Practice D**

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

**District Response:** All information is available on the I-SS AIG website in English. Documents are translated into Spanish when necessary. A sign language and Spanish interpreter have been used as needed for various events. For the 2016-2019 plan years, the AIG Department will ask a Spanish translator to be present at one of the AIG Regional Meetings so parents who need this information expressed in the Spanish language can attend this meeting.

#### **Practice E**

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

**District Response:** The Gifted Learning Department shares information with district personnel about higher education opportunities. I-SS partners with Mitchell Community College to provide a technology-enriched, leadership-focused curriculum for a select groups of students in grades 9-13 at the Visual and Performing Arts Center (VPAC) and the Collaborative College for Technology and Leadership (CCTL). The curriculum is designed to meet the individual needs of students, ensuring that they are fully prepared to enter the workforce or to continue their education at a four-year institution. Students in these programs simultaneously earn a high school diploma and a two-year college associate's degree.

The Gifted Learning Department partners with businesses for enrichment event support. I-SS also

partners with businesses for internship opportunities for students through career development coordinators. The Gifted Learning Department will be more intentional during the 2016-2019 plan in working with the I-SS Partnerships Coordinator to help provide opportunities for internships within the community for students to grow as gifted learners. The internships students take part in will be recorded on their Differentiated Education Plans. In order to encourage continued partnerships and recognize those partners who have positively supported the Gifted Learning Department, the Department will recognize those businesses at Board of Education meetings as exceptional partners and on the AIG website.

**Ideas to Strengthen the Standard:** The I-SS Gifted Learning Department will look more closely during the 2016-2019 school years at creating more community partnerships and making sure AIG information is more easily accessible to all and is user- friendly.

The I-SS Gifted Learning Department will be more intentional during the 2016-2019 plan in sending home quarterly flyers to recognize the accomplishments of AIG students as well.

Forty-two percent of K-12 parents surveyed on the most recent district AIG survey do not feel that I-SS communicates with them to ensure that appropriate services are provided for their children. Therefore, elementary and middle school teachers will continue to share information about how the local plan and AIG policies relate to service options with parents during DEP meetings at the beginning of the year and high school teachers will continue to share information electronically.

Elementary and middle school teachers continue to share information about how the local AIG plan and AIG policies relate to their child's service options with parents during DEP meetings at the beginning of the year because 42% parents surveyed on the most recent AIG plan survey do not feel that I-SS communicates with them to ensure that appropriate services are provided for their children. High school teachers share information about how the local plan and AIG policies relate to their child's service options with parents electronically through their DEPs at the beginning of the year for the same reason.

The I-SS Gifted Learning Department will continue to share a presentation with information regarding the local AIG plan through Regional Parent Informational Meetings and Staff Informational Meetings. For the 2016-2019 plan years, the Gifted Learning Department will ask a Spanish interpreter to be present at one of the AIG Regional Meetings so parents who need this information expressed in the Spanish language can attend this meeting.

The I-SS AIG Advisory Team will continue to meet quarterly to provide feedback and monitor the implementation of the Local AIG Plan. Since 61% of parents surveyed on the most recent district AIG parent survey felt that I-SS did not involve them in the development, implementation, and monitoring of the local AIG Plan and 78% of the parents surveyed on the most recent AIG parent survey did not know that I-SS has established an advisory group that meets regularly to review all aspects of the local AIG program and make recommendations for improvement, the Gifted Learning Department is going to ask each school principal to invite one parent and one teacher to participate on the AIG Advisory Team so there is a diverse group of people on the team from across the district for the 2016-2019 plan years.

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The I-SS Gifted Learning Department will be more intentional during the 2016-2019 plan in working with the I-SS Partnerships Coordinator to help provide opportunities for internships for high school students within the community for students to grow as gifted learners. The internships students take part in will be recorded on their Differentiated Education Plans.

In order to encourage continued partnerships and recognize those partners who have positively supported the Gifted Learning Department, the Department will recognize those businesses at Board of Education meetings as exceptional partners and on the AIG district website.

**Sources of Evidence:** - AIG Advisory Team agenda/minutes

- Board of Education memos/meeting minutes
- Social media postings
- Quarterly flyers
- Document with opportunities for internships
- Differentiated Education Plans (DEPs)
- Sign-in sheets and materials for presentations to stakeholders
- AIG documents translated into other languages
- Business contact list
- Enrollment list of AIG students in choice option programs

## **Standard 6: Program Accountability**

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

### **Practice A**

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

**District Response:** In keeping with Iredell-Statesville Schools' commitment to continuous improvement, the 2013-2016 I-SS Local AIG Plan has been carefully examined and revised for 2016-2019 based on feedback from 550 parents and 327 principals/teachers via our AIG Advisory Team and parents, staff, and principals. Our AIG Advisory Team was composed of the Gifted Learning Director, Differentiation Specialists, AIG School Coordinators, parents, teachers, school administrators, and district personnel. The revised plan was approved by the I-SS Board of Education and submitted to NCDPI for review and feedback.

### **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.

**District Response:** The Gifted Learning Director, Differentiation Specialists, AIG School Coordinators, school-based GPS Teams, and AIG Advisory Team work together to ensure fidelity of implementation of AIG program components of our plan that is approved by the local Board of Education and the North Carolina Department of Curriculum and Instruction.

The Gifted Learning Director and Differentiation Specialists meet quarterly with the AIG School Coordinators and the AIG Advisory Team to disseminate information and solicit feedback.

The Local AIG Plan is revised every 3 years by the Gifted Learning Department and AIG Advisory Team based on stakeholder feedback and posted on our AIG website.

Students, parents, teachers, and school administrators are surveyed annually to obtain feedback for program improvement. The AIG Department Improvement Plan and Differentiation Specialists' Professional Development Plans will serve to further address program needs.

Each school has an AIG School Coordinator and regular GPS Team meetings at each school support plan and program processes. Due to only 11% of secondary schools having current DEPs for AIG students during recent AIG folder audits, the Gifted Learning Director will begin conducting random

checks of folders to support schools in the DEP-completion process to support student learning, parent awareness, and AIG Plan fidelity. Because of Iredell-Statesville Schools' 1:1 laptop initiative at the secondary level and secondary school feedback indicating preference for computer-based AIG documentation, all secondary DEPs will be completed online via Canvas. This will allow students, parents, and teachers/advisors to access, view, and update DEPs regularly in a manner more akin to other I-SS practices at the secondary level. This will also allow twice-annual access to the folder audit team to review and assess that DEPs are being monitored and updated. The Gifted Learning Department will create a timeline for DEPs at the secondary level to help teachers pace parent communication throughout the year.

Differentiation Specialists work in elementary classrooms with AIG and other high-ability learners in order to ensure appropriate differentiation practices are followed as outlined in our Local AIG Plan. They also coach elementary teachers to continue those practices throughout the school year.

The AIG Department meets each week to discuss school needs, plan for future AIG Coordinator meetings/AIG Advisory meetings, and discuss other needs throughout the district to ensure fidelity of local AIG plan implementation, etc.

The Iredell-Statesville Schools' Gifted Learning Department will increase department/principal communication in order to increase support and maintain fidelity of Local Plan implementation throughout the district. Differentiation Specialists will continue to meet with principals at the end of each school year for planning purposes for the next school year and will meet throughout the year as needed. The Gifted Learning Director will work to have a regularly-scheduled time to meet with principals at principal meetings. The Gifted Learning Director will also provide information in principal updates regarding important AIG information to ensure awareness at the school level beyond information disseminated at AIG School Coordinator meetings.

### **Practice C**

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

**District Response:** The Gifted Learning Director will continue to work with the Chief Financial Officer and the Assistant Superintendent of Curriculum and Instruction to use and monitor state funds to provide AIG program services according to state policies. They will continue to work in conjunction with the district Budget Committee to seek opportunities to maximize the use of funds to provide AIG program services, particularly to ensure that courses taught by teachers paid from the AIG budget are focused on supporting the needs of AIG learners. The Gifted Learning Department will also explore adding a position to help support the continued needs in our secondary schools.

### **Practice D**

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

**District Response:** Dropout, achievement, and growth data are analyzed in detail at the school level. All I-SS schools maintain screening lists of students who are identified as AIG or who have data close

to identification that we need to monitor for possible later identification, as mentioned in Standard 1 Practice C. Primary Education Thinking Skills (PETS) data is also assessed at the school level.

General, overall AIG student data will be posted on the district AIG webpage and in the Gifted Learning Department's End-of-Year Flyer so that stakeholders are aware of AIG achievement. Professional Development on MCLASS and AIMSWeb "How Green is Green" for the Gifted Learning Department as well as sharing general information regarding these types of data with our AIG Advisory Team for discussion will be a part of our 2016-2019 Local AIG Plan.

Our district was met with discrepancies in AIG student identification showing correctly consistently throughout the PowerSchool platform during PowerSchool implementation. We have, and continue to, work with our Accountability Department and NCDPI to resolve these issues so that our data analysis be an accurate representation of our student population.

### **Practice E**

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

**District Response:** Less than 1% of students are currently identified as twice-exceptional in our school district and, based on the most recent district AIG parent survey data, only 35% of parents surveyed felt that I-SS is providing services for traditionally underrepresented populations.

The I-SS Gifted Learning Department continues to communicate with the ESL and EC Departments to determine shared students in order to most appropriately provide services to not only twice-exceptional, but also underrepresented populations such as culturally/linguistically diverse, economically disadvantaged, and English Language Learners. The Gifted Learning Department will work with school personnel to ensure services are appropriately delivered for highly gifted students. Professional Achievement Certificate (PAC) Courses focus on knowing AIG learners, including those from diverse backgrounds. Underrepresented student data will be obtained and monitored for representation and retention at the district level by the AIG Advisory Team. We have recently purchased materials to support those underrepresented populations at the K-2 level to expand our nurturing programs to more classrooms on a more regular basis within our district.

### **Practice F**

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

**District Response:** All teachers who are working with AIG identified learners (K-12) in core subjects, must be AIG certified, be working on AIG add-on licensure, have completed the local AIG Professional Achievement Certification(PAC) Courses or are working to complete the Local AIG PAC Courses. Ideally, every teacher who works with a gifted student would be trained in gifted best practices as mentioned above, but the first priority is to train elementary AIG cluster classroom teachers and core content area teachers at the middle and high schools. Additionally, other teachers and staff members are strongly encouraged to pursue AIG specific professional development.



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Differentiation Specialists are also required to have state AIG certification or be in the process of obtaining it. The Specialists work directly with identifying, supporting, teaching, and monitoring progress of AIG students at the elementary level and coaching their teachers and other staff throughout the district. The Gifted Learning Department maintains documentation of teacher progress in meeting these requirements.

**Practice G**

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

**District Response:** The Iredell-Statesville Schools' Gifted Learning Department will continue to utilize an AIG Advisory Team composed of representation reflecting the diversity of all stakeholders involved with the program, including community members, parents of AIG students representative of diverse populations in the program, teachers of gifted learners, principals, the Gifted Learning Director, Differentiation Specialists, and other staff. The Team will continue to meet quarterly to review the local AIG program and provide feedback and recommendations for continuous improvement.

We provide annual opportunities for parents, principals, and other staff to provide feedback about Gifted Learning Department processes, etc. The I-SS Gifted Learning Department will continue to this. Per our most recent district AIG parent survey, 61% of parents surveyed felt that I-SS did not involve them in the development, implementation, and monitoring of the Local AIG Plan. The Department will increase the awareness of these opportunities by noting them in our flyers disseminated throughout the year via multiple formats to allow them to share their feedback.

**Practice H**

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

**District Response:** The Iredell-Statesville Schools' Gifted Learning Department will continue to utilize an AIG Advisory Team composed of representation reflecting the diversity of all stakeholders involved with the program when analyzing and revising the local AIG plan. The Team will continue to meet quarterly to review all aspects of the local AIG program and provide feedback for continuous improvement. Meetings with AIG School Coordinators, Differentiation Specialists, Instructional Facilitators, and/or administrators will occur in order to continue collaboration and communication. The Gifted Learning Department conducts annual surveys of students, parents, administrators, and teachers to obtain feedback. Student feedback is also elicited both formally and informally. Student and parent feedback is also obtained at the DEP meetings conducted at least annually.

**Practice I**

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

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**District Response:** The Iredell-Statesville Schools' Gifted Learning Department will continue to utilize an AIG Advisory Team composed of representation reflecting the diversity of all stakeholders involved with the program. The Team will continue to meet quarterly to review aspects of the local AIG program and feedback from NCDPI regarding our Local AIG Plan to provide feedback for continuous improvement. AIG Flyers will include information regarding Local AIG Plan feedback to inform the public.

### **Practice J**

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

**District Response:** Parents of AIG students sign the Procedure to Resolve Disagreement Form (AIG 5) when their child is identified as a gifted learner that outlines the policies and procedures for parents in the event they disagree with AIG services. Parents are provided a copy of this form and the original is kept in the student's AIG folder. For the 2016-2019 AIG plan year, parents will also be provided an AIG Information Booklet when their child is identified to ensure knowledge of AIG plan practices are shared at those meetings including: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedure to resolve disagreements.

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

1. The parent should begin at the school level to resolve issues.
2. If concerns are not resolved, the parent may request in writing to meet with the Differentiation Specialist (elementary) and/or school site principal to review the disagreement.
3. If resolution has not been obtained, the parent or principal may make a written request for a review of the written disagreement by the Director of AIG.
4. If resolution has not been obtained, the parent, principal, or Director of AIG may make a written request for a review of the written disagreement by the Assistant Superintendent of Curriculum and Instruction.
5. If resolution has not been obtained, the written disagreement may be reviewed by the Superintendent and/or local Board of Education.
6. If resolution still has not been achieved, the parent has the right to petition an Administrative Law judge for a contested case hearing. The review (in writing) shall be limited to whether the LEA failed to identify the child as an academically or intellectually gifted student, or whether the local AIG plan has been implemented appropriately with regard to educational services provided to the child. This decision is final. Attorney's fees are not available to parents in the event that they prevail in a due process hearing.

**Ideas to Strengthen the Standard:** The Iredell-Statesville Schools AIG Department will increase department/principal communication in order to increase support and maintain fidelity of Local Plan implementation throughout the district. Differentiation Specialists will continue to meet with principals at the end of each school year for planning purposes for the next school year and will meet throughout the year as needed. The AIG Director will work to have a regularly-scheduled time to meet with principals at principal meetings. The AIG Director will also provide information in principal updates regarding important AIG information to ensure awareness at the school level beyond information disseminated at AIG School Coordinator meetings.

Due to only 11% of secondary schools having current DEPs for AIG students, the AIG Director will provide support of this process and AIG plan fidelity by conducting random checks of AIG folders. Because of this data, we also recognize the need for an additional Specialist at the secondary level to support local AIG plan implementation.

Because of Iredell-Statesville Schools' 1:1 laptop initiative at the secondary level and secondary school feedback indicating preference for computer-based AIG documentation, all secondary DEPs will be completed online via Canvas. This will allow students, parents, and teachers/advisors to access, view, and update DEPs regularly in a manner more akin to other I-SS practices at the secondary level. This will also allow twice-annual access to the folder audit team to review and assess that DEPs are being monitored and updated.

General, overall AIG student data will be posted on the district AIG webpage and in the AIG Department's Flyers so that stakeholders are aware of AIG achievement. Local AIG plan data will also be included in these Flyers.

Less than 1% of students are currently identified as a twice-exceptional in our school district and, based on the most recent AIG parent survey data, only 35% of parents feel that I-SS is providing AIG services for traditionally underrepresented populations. The I-SS AIG Department continues to communicate with the ESL and EC Departments to determine shared students in order to most appropriately provide services to not only twice-exceptional, but also underrepresented populations such as culturally/linguistically diverse, economically disadvantaged, English Language Learners, and highly gifted students. Professional Achievement Courses (PAC) focus on knowing AIG learners, including those from diverse backgrounds. Underrepresented student data will be obtained and monitored for representation and retention at the district level by the AIG Advisory Team. We have recently purchased materials to support those underrepresented populations at the K-2 level to expand our nurturing programs to more classrooms on a more regular basis within our district.

We provide annual opportunities for parents, principals, and other staff to provide feedback about AIG Department processes, etc. The I-SS AIG Department will continue to this. Per our most recent AIG parent survey, 61% of parents surveyed felt that that I-SS did not involve them in the development, implementation, and monitoring of the local AIG plan. The Department will increase the awareness of these opportunities by noting them in our flyers disseminated throughout the year via multiple formats to allow them to share their feedback

**Sources of Evidence:** -AIG Local Plan Approved by I-SS School Board  
-AIG Folder Audit Results  
-AIG Director Calendar Documenting Random Folder Checks  
-Principal Meeting Agendas

**5/25/2017**

- Principal Updates
- AIG Funding Usage Documentation
- AIG Flyers with Data
- Spreadsheet of Personnel Credentials Related to AIG
- AIG Advisory Team Agendas/Minutes

**Glossary (optional):**

**Appendix (optional):**

AIG 01a Recommendation Form for Individual Screening (Grades K-2) 2016-2019.doc (*Appendix - Standard 1*)

AIG 01b Recommendation Form for Individual Screening (Grades 3-12) 2016-2019.doc (*Appendix - Standard 1*)

AIG 05 Procedure to Resolve Disagreements 2016-2019.doc (*Appendix - Standard 1*)

AIG 07 Student Additions to PowerSchool 2016-2019 (1).doc (*Appendix - Standard 1*)

AIG 08b Test Results Did Not Qualify 2016-2019.doc (*Appendix - Standard 1*)

AIG 2 2016-2019.docx (*Appendix - Standard 1*)

AIG Screening Identification Flow Chart 2016-2019.docx (*Appendix - Standard 1*)

Aptitude and Achievement Tests List.docx (*Appendix - Standard 1*)

slocumb payne teacher perception inventory.pdf (*Appendix - Standard 1*)

AIG 09 Waiver of Services 2016-2019.doc (*Appendix - Standard 1:2*)

AIG 03a DEP (Grades K-5) Differentiated Education Plan Explanation Sheet 2013-2016.docx (*Appendix - Standard 2*)

AIG 03b DEP (Grades K-5) Differentiation Education Plan Example 2016-2019.doc (*Appendix - Standard 2*)

AIG 03c DEP (Grades K-5) Differentiation Education Plan IG Example 2016-2019.doc (*Appendix - Standard 2*)

AIG Program Service Options 2016-2019.doc (*Appendix - Standard 2*)

AIG 10 Grade Acceleration Documentation Form 2016-2019.doc (*Appendix - Standard 2:4*)

Roles and Responsibilities 2016-2019.doc (*Appendix - Standard 3:4*)

GiftedLearnerParentGuide 2016.pdf (*Appendix - Standard 3:4:5*)

AIG Portfolio 1 Student Portfolio Cover 2016-2019.doc (*Appendix - Standard 4*)

AIG Portfolio 2 Parent Letter 2016-2019.doc (*Appendix - Standard 4*)

AIG Portfolio 3 Portfolio Teacher Guide 2016-2019.doc (*Appendix - Standard 4*)

AIG Portfolio 4 Teacher Reflection Form.doc (*Appendix - Standard 4*)

AIG Portfolio 5 Student Reflection Form 2016-2019.doc (*Appendix - Standard 4*)

AIG Portfolio 6 Reading Portfolio Rubric 2016-2019.doc (*Appendix - Standard 4*)

AIG Portfolio 7 Math Portfolio Rubric 2016-2019.doc (*Appendix - Standard 4*)

AIG Portfolio School Coordinator Letter (2).doc (*Appendix - Standard 4*)

AIG Portfolio School Resubmission Coordinator Letter.doc (*Appendix - Standard 4*)

AIG Portfolio Timeline.docx (*Appendix - Standard 4*)

AIG 08a Request for Conference 2016-2019.doc (*Appendix - Standard 5*)

AIG 12 Folder Auditing Rubric 2016-2019 (1).xls (*Appendix - Standard 6*)

Signature Page Iredell Statesville Schools.pdf (*Local Board Approval Document*)

Glossary 2016-2019.doc (*Other Forms*)