Iredell-Statesville Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022

Approved by local Board of Education on: 13-MAY-19
LEA Superintendent’s Name: Brady Johnson
LEA AIG Contact Name: Mrs. Kelly Hinson
Submitted to NC Department of Public Instruction on: 28-MAY-19

Iredell-Statesville Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2019-2022. This local AIG plan has been approved by the LEA’s board of Education and sent to NC DPI for comment.

For 2019-2022, Iredell-Statesville Schools local AIG plan is as follows:

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

On April 15, 2018 the Iredell-Statesville Schools AIG Advisory Board met and revisited the mission of the Academically Gifted and/or Intellectually Gifted Program and changes were made to the mission to embrace the needs of the whole gifted learner by encompassing social/emotional needs and content beyond the core. The mission has been updated to read: The Mission of the Academically and/or Intellectually Gifted Program is to rigorously challenge students by recognizing, cultivating, nurturing, and offering opportunities for continued academic, social, and/or emotional growth through differentiated educational services beyond the regular education core curriculum. Iredell-Statesville Schools embraces the current North Carolina definition of giftedness to identify students in need of differentiated services as academically and/or intellectually gifted learners.
State Definition of AIG Students, Article 9B (N.C.G.S. § 115C-150.5)

Academically or intellectually gifted (AIG) students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

Iredell-Statesville Schools gratefully acknowledges the many stakeholders, including Differentiation Specialists, Instructional Facilitators, Content Coaches, 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 2019-22 Local Plan for Gifted Education.

Gifted Learning Director:
Mrs. Kelly Hinson

AIG Advisory Board:
Ms. Ashley Clark-Parent
Ms. Cheryl Fuller-Teacher
Mr. Corey Davis-Counselor
Mrs. Donnette Clendenin-Teacher/Parent
Mrs. Jennifer Dalton-Assistant Principal
Ms. Jessica Emery-Teacher
Mr. Jonathan Ribbeck-Executive Director Elementary Education
Mrs. Kay Bridges-Iredell County 4H Extension Agent Youth Development
Mrs. Keeley Ward-Principal
Mrs. Kristie Franco-Principal
Dr. Mary Anne Karriker-Retired Executive Director of Elementary Education (I-SS)
Dr. Misty Basham-Assistant Principal
Mrs. Olivia Atchley-Teacher
Ms. Stephanie Harris-ELA Content Coach
Mrs. Teresa Kutteh-Towerbridge International Chinese Exchange Program
Mrs. Andrea Galliher-AIG Administrative Assistant
Mrs. Kelly Hinson-Director of Gifted Learning/Parent

School Board Members:
Mr. Martin Page
Mr. Charles Kelly
Mr. Bill Howell
Mr. Charles Gallyon
Mr. Ken Poindexter
Mr. Samuel Kennington
Mr. Todd Carver

Superintendent:
Mr. Brady Johnson
Deputy Superintendent of Curriculum:
Dr. Melanie Taylor

Elementary and Secondary Curriculum Directors:
Mr. Jon Ribbeck
Mrs. Kelly Cooper

Differentiation Specialists:
Ms. Erin Robertson
Mrs. Wendy Lewis
Mrs. Carol Millsaps

Iredell-Statesville Schools utilized multiple approaches to gain feedback into the creation of the 2019-2022 Local AIG Plan. During November, 2018 key stakeholders participated in an online survey that reached out to parents, teachers and Iredell-Statesville Schools administrators. The questions in the survey aligned to the NC AIG Program Standards and Practices. The survey gathered feedback relating to the perceived effectiveness of Iredell Statesville Schools delivery of these standards and practices.

During January, 2019 AIG School Coordinators worked with student focus groups at each school site to host a student focus group. Students were asked the same series of questions regarding how they felt about their gifted identification, social/emotional needs and did they feel they had an advocate within their school? Responses were summarized and recorded by the AIG Coordinator and sent to the Director of Gifted Learning.

During 2018-2019 school year, Iredell-Statesville Schools held three meeting opportunities with an AIG Advisory Board compiled of principals, assistant principals, district leadership, Differentiation Specialist, parents, teachers, content coaches, and counselors. This group worked diligently to review and analyze each standard based on previous NC state feedback and local survey feedback. The Advisory Board was able to identify strengths and weaknesses in each standard and develop a clear vision for 2019-2022 Local AIG Plan.

The Gifted Learning Director also met with Principals and AIG School Level Coordinators throughout the past three school years to convey expectations for identification and services of gifted students and determine areas of needed focus and improvement. Based on past feedback, a key focus of the AIG Department has been Differentiated Education Plans in grades 6th-12th. A plan for improvement to DEP's in these grade levels is documented through our AIG Department Improvement Plan. Through restructuring the delivery of secondary DEP's and increasing folder audit accountability for all schools K-12, vast improvements have been made. This folder audit data has been key in informing changes and improvements for the 2019-2022 AIG Local Plan and will continue to guide us in overall service delivery improvements in grades 6th-12th.
Input was also sought during an Iredell-Statesville Schools' Administrative Team meeting. This meeting involves all Executive Directors, Directors, and Superintendents in the district. A summary of proposed plan revisions was provided with time for questions and discussion.

Overall areas of strength and celebration from our previous plan are the use of Differentiation Specialists with fidelity at the elementary level to support service delivery, consistent identification processes across K-12, the offering of the Professional Achievement Certificate (PAC) professional development courses through the I-SS gifted department, the successful implementation of using Canvas as LMS to provide Differentiated Education Plans to secondary students, many enrichment opportunities and activities offered, increase in identification across underrepresented populations over the past three years, development and implementation of "It's Happening Here" night held annually to share gifted identification and service information with parents, and regular gifted identification folder audits and feedback provided to each school.

Areas of focus and improvement for the 2019-2022 plan include a continued focus on identification for underrepresented populations, strengthening the goals of 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, and offering optional social and academic growth opportunities to identified middle and high school students.

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.

As of Fall, 2018 Iredell-Statesville Schools serves 1,942 gifted students K-12. The Iredell Statesville Schools focus is to work collaboratively with all stakeholders to meet the individualized needs of these unique learners, monitored through use of rigorous and relevant instruction, documented through a Differentiated Education Plan. Iredell-Statesville Schools
wants every child to have a "passion for learning" and a desire to reach their highest potential! I-SS believes all learners deserve a caring, safe learning environment to grow, explore, and learn; in order to build college and career ready students!

**Sources of funding for local AIG program (as of 2019)**

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<tr>
<th>State Funding</th>
<th>Local Funding</th>
<th>Grant Funding</th>
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</table>
# Table of Contents

- **Standard 1: Student Identification** ................................................................. 7
- **Standard 2: Comprehensive Programming within a Total School Community** .......................................................... 16
- **Standard 3: Differentiated Curriculum and Instruction** ........................................................................ 27
- **Standard 4: Personnel and Professional Development** ........................................................................ 39
- **Standard 5: Partnerships** ......................................................................................... 45
- **Standard 6: Program Accountability** ........................................................................... 51
Standard 1: Student Identification

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

Practice A

Develops screening and referral processes that lead to AIG identification at all grade levels.

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

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

Every student in 3rd grade takes the CogAT abilities test as a Universal Screener. These scores are used to develop a screening list towards identification. Every school maintains a screening list for students 4th grade and higher. Students who obtain an age-norm percentile score of 89 or higher on the Verbal and/or Quantitative CogAT subtests are placed on a screening list for possible identification in reading and/or math. Students may also be placed on a screening list when scoring in the 93rd percentile or higher when measured by the NC End of Grade (EOG)/End of Course (EOC) in reading and/or math meets the achievement criterion for identification. A student may remain on a screening list for no longer than two school years. CogAT, EOG/EOC, and Final Grades are all considered current for no longer than 2 school years. At that point a student must start over again with the identification process.

Practice B

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

**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.

In K-2nd grade the student's age-norm percentile score on the CogAT Verbal and/or Quantitative subtest must be 96 or higher for a school psychologist to administer an achievement test, such as the Woodcock-Johnson Test of Achievement (WJ). In grades K-2, these two criteria are required for AIG identification. A combined total of 40 points must be obtained through the evaluation of aptitude and achievement for K-2 students. Aptitude and achievement age-norm percentile scores of 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 15 or more points, if 10 of those points come from achievement, or have overall 18 points total based on the criteria for AIG identification, and lack a qualifying aptitude test score. Students obtain their points through their performance on aptitude, achievement and grades. These points are outlined below.

An additional area of identification recognized by Iredell-Statesville Schools is Intellectually Gifted or IG. Students in grades 3rd-12th who obtain a full 30 points for identification based solely from their aptitude score (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.

Staff will have three learner profiles available for use in grades K-2, 4th, 6th and 8th during the identification process for students that are close to meeting identification criteria. Slocumb-Payne Teacher Perception Inventory, Scales for Identifying Gifted Students (SIGS) and Universal Talented and Gifted Screener (UTAGS) can be used at the discretion of the school to aid in the identification process. The gifted learning department can provide a recommendation for the learner profile that is most appropriate for use given the situation. A home survey is also available at the discretion of the school in regards to the SIGS learner profile. Scores from these profiles can provide additional points and evidence that supports the likelihood of a child to be identified as a gifted learner. Portfolios are also available for students in grades 5th, 7th, and 10th as additional opportunity to earn points towards identification. Only points from one alternative pathway can be used towards identification.

Nonverbal CogAT subtest scores of 96% or higher for students in 4th-12th grade underrepresented
populations including the culturally/ethnically diverse, economically disadvantaged, English Language Learner, highly gifted, and/or twice-exceptional are reviewed to determine these students receive an alternative pathway, such as UTAGS, in an intentional effort to include those students in the screening process. Teachers also have other available learner profiles to assist in the recognition of possible research based learner traits that might appear with one of these populations.

Points may be obtained based on the following scale:

**Aptitude:**
- 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/UTAGS**
- >130 = 5 points
- 120-129 = 4 points

**Slocumb-Payne**
- 70-76 = 5 points
- 57-69 = 3 points

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

**Explanation of points:**
- K-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 ELL identified student receives 96% on Nonverbal CogAT and 5 points on UTAGS, the student is identified IG.
- 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 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 2019-2022 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, unless the student is already identified. Aptitude scores, achievement scores and final grades are all considered current for no longer than the previous two school years. At that point a student must start over again with the identification process.

We utilize screening and identification processes including math and/or reading portfolios in 5th, 7th, and 10th grades and at other grade levels when requested. We use portfolios for English Language Learners (ELL) and to screen, refer, and identify traditionally underrepresented populations when needed. The Slocumb-Payne, UTAGS and SIGS learner profiles are readily available to assist classroom teachers in the identification of characteristics commonly noted in gifted learners. These learner profiles can provide feedback in the recognition of gifted ability traits in students that often fall into underrepresented populations.

During administrations of the CogAT students with identified 504’s, ELL and IEP documented accommodations may have access to those accommodations as long as test administration guidelines permits. These accommodations will be provided to allow access to the test.

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

Resources are available in the ADR Resource Room 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. Current data reflects 85% of students identified in Iredell-Statesville Schools are white, while slight increases over the last three years have been noted across other ethnic groups: (2015 to 2019: Asian 4.5% to 5.4%, Hispanic 3% to 4.5%, Multi 1.8% to 2.8%, Black 1.5% to 2.3%, PacIsl 0% to .5%) Slight increases have also been noted in ELL and twice exceptional groups: (2015 to 2019 ELL .10% to .30% and twice exceptional .11% to .70%) Through implementation of learner profiles, the identification point system, and access to more nurturing programs, I-SS hopes to continue 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 2019-2022, a standardized training is used throughout I-SS to ensure the consistent delivery of the AIG 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, K-12, in the district utilizes the same paperwork and documentation. Each school maintains a student folder to house the AIG paperwork at the school level and copies of AIG 2 Identification Form are sent to the Director of Gifted Learning. Audits are completed at least twice a year for secondary and monthly for elementary to make sure that AIG folders are maintained and show evidence of AIG 2 signed Identification, AIG 5 signed Procedures to Disagree, DEP's or Differentiated Education Plans, and if applicable evidence of portfolios or learner profiles that may have been used towards identification. Audit data is maintained on a spreadsheet by school and shared regularly with school administration as well as AIG School Coordinators. Once a student graduates from Iredell-Statesville Schools, his/her AIG identification folder is housed at ADR Education Center for five years.

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

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

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

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

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

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

"It's Happening Here" is an annual event sponsored by the Gifted Learning Department occurring at the beginning of each school year. This annual event invites every school in the district to set up informational booths highlighting how enrichment and rigor are provided at their schools. The Iredell-Statesville Schools Gifted Learning department provides both face to face sessions and an informational booth at this event to explain screening, referral, and identification processes for gifted learning. This event is advertised through each school in the district as well as district wide communication systems.

All parents, staff, and community members have access to information regarding gifted identification procedures through the I-SS website, AIG Department Page. The 2019-2022 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 2019-2022 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 2019-2022 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 2019-2022 AIG Local Plan to principals, assistant principals, AIG School Coordinators, Instructional Facilitators, Content Coaches, AIG Advisory Team members, and other district personnel.
Documents that explain screening and identification processes will be utilized in clear language and posted on the district website in English and Spanish. Stakeholder surveys will continue to be used to monitor stakeholder feedback in order to identify needs relative to the clarification and communication of screening and identification processes.

Each parent receives a copy of the Gifted Learner Parent Guide during the identification process. This handbook explains the screening, referral, and identification processes as well as possible levels of service provided. This handbook is intended to provide information in "parent friendly" terms and serve as an ongoing reference tool for parents and families.

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

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

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

Differentiated Education Plans are developed annually to document a child's level of service that is provided dependent upon a child's identification as a gifted learner. These plans are reviewed four times a year at the elementary level, three times a year at the middle school level, and three times a year at the high school level. If level of service changes, the DEP is updated. Parent communication is documented on the DEP. Copies of the DEP for elementary and documentation of completion of the DEP for secondary are filed annually in the students AIG Identification folder.
Existing 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 but not limited to: Honors courses, Advanced Placement courses, schools of choice (including the International Baccalaureate Primary Years Programme, Middle Years Programme and Diploma Programme, Crossroads Arts & Science Early College, Collaborative College for Technology and Leadership, Agriculture and Science Early College, Career Academy and Technical School, and Spanish Dual Immersion), NC School of Math and Science, NC Governor's School, and district academic competitions.

For students who transfer to I-SS from another LEA, prior AIG identification is accepted, the level of appropriate services is determined, and parents/guardians are notified of placement. A meeting is held to transfer the students existing paperwork from previous district to Iredell-Statesville Schools. The transferring student has an AIG Identification folder set up and a copy of the updated AIG 2 is sent to the Director of Gifted Learning.

All identification decisions are documented in Powerschool once the AIG 2 is received by the Director of Gifted Learning.

**Ideas for Strengthen the Standard:** Iredell-Statesville Schools will continue to monitor underserved/underrepresented populations. At this time only .30% of ELL population are identified as gifted. Up from .10% in 2016. The continued use of a point system for identification provides a more inclusive opportunity for all students.

Currently, .70% of our students with identified learning and/or physical disabilities have also been identified as gifted. This is an increase from .11% in 2016. The availability of accommodations during administration of the CogAT provides greater access to the test for students with documented IEP, 504 and ELL accommodation plans. The accommodations are delivered as the CogAT testing guidelines dictate. The consistent use of accommodations for students with documented need will aid in identification of twice-exceptional children.

Slocumb-Payne, SIGS learner profiles can assist teachers in identification of gifted learner traits in all types of learners. This documentation will be trained annually with school level Gifted Processes and Support (GPS) Teams when making a determination regarding possible testing for K-2 and can be used as part of the identification process in grades 3rd-12th. An additional learner profile will be added in 2019-2022, Universal Talented and Gifted Screener (UTAGS). This profile is found to be culturally and linguistically fair for ELL.

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

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

Currently 41.2%, up from 33%, of parents agree identification processes are being clearly communicated. Communication will continue by providing easier access to online links for the Gifted Department through the I-SS website. Parent friendly language provides an outline for gifted identification and services in a Gifted Learner Parent Guide. This guide will contain answers to some of parents most frequently asked questions. The guide will be available online, at school offices, and provided to parents during DEP conferences annually. Communication will be sent home through quarterly department newsletters pertaining to enrichment opportunities and events sponsored by Iredell-Statesville Schools Gifted Department throughout the year.

There is a need for continued work to increase fidelity of Differentiated Education Plans especially at the secondary level. This online Canvas managed plan will need to become more valued by the student and teacher. More training is needed as 43.3% of teachers report being unsure about the DEP process. While Canvas has provided a clear delivery method, teachers need training on creating value-add goals with students and serving in the advocate role.

Sources of Evidence:
- Point system identification rubric
- Learner Profiles used within the identification process
- Communication available through the I-SS webpage regarding posted Local AIG Plan
- Increase in identification of English Language Learners, Twice-Exceptional Students and across all ethnicities (Increases noted from 2015 to 2019: Asian 4.5% to 5.4%, Hispanic 3% to 4.5%, Multi 1.8% to 2.8%, Black 1.5% to 2.3%, PacIsl 0% to .5%)
- Gifted Learner Parent Guide created with answers to most frequently asked questions, explanation of identification process, and service options that are available, available in English and Spanish
- Documented Identification on AIG 2 form sent to AIG office and stored in student AIG file
- Documented and reviewed Differentiated Education Plans
- Universal screening completed to all Iredell-Statesville Schools third graders for CogAT administration
- Documented identification of students for K-2 nurturing programs available in elementary schools with high populations of culturally/ethnically diverse students and economically disadvantaged students.
- Documented identification of Intellectually Gifted Category for high ability
- Sign in sheet from It’s Happening Here
- 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 for every school
Standard 2: 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 an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

District Response: Iredell-Statesville Schools offers four levels of service, for grades K-12, under gifted identification. Level I is reserved for transfer students that remain identified in Iredell-Statesville Schools but do not meet our identification requirements. These students are placed in a regular education classroom, with flexible grouping and differentiated services. At the elementary level these students receive services from a Differentiation Specialist on consultation basis and have a Differentiated Education Plan, or (DEP).

Level II services are reserved for students that meet the AIG requirements for identification in Iredell-Statesville Schools. These students are placed in a cluster classroom with six to eight other identified students. These students have access to a trained AIG classroom teacher. In the elementary school these students receive regular direct instructional support from the school Differentiation Specialist. These students have access to choice options including, IB and Early College, within I-SS for middle and high school.

Level III services are reserved for students scoring at the 99th percentile for ability, achievement, and grades in reading or mathematics. At this level, students are considered for subject advancement with the final approval of the school principal and Director of Gifted Learning. Students at this level also receive all services provided at Level II.

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

Both Level III and Level IV services require consideration of a student's social development. The principal and Director of Gifted Learning will use the Iowa Acceleration Scale to gain insight from teachers, parents, and other outside sources that know the student if questions exist around a student's social development in regards to subject or grade advancement. Iowa Acceleration Scale results will be used to help make a final decision.

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

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

Students with the Intellectually Gifted identification have access to level I and II services. DEPs for IG students should focus on academic achievement and how to improve their overall academic performance to align with their ability.

In situations where elementary schools departmentalize for instruction, identified gifted students, must remain in clusters of six to eight students with like identified students. The cluster students must be taught by a trained gifted teacher in the area of their identification. The trained gifted teacher is responsible for the completion of the DEP.

In schools, with fewer than six students identified in a single grade level, all students identified should be clustered together regardless of their area of identification. Schools should work to ensure that no more than one third of a class is identified gifted.

**Practice B**
Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

**District Response:** Gifted education services are housed within the Curriculum and Instruction Division for Iredell-Statesville Schools. The Director of Gifted Education works closely with the Executive Director of Secondary Curriculum, Executive Director of Elementary Curriculum and the Deputy Superintendent of Curriculum to ensure the alignment of AIG offerings and services to the overall instructional vision of the district. Weekly meetings are held to discuss curriculum goals and instructional updates for the district from all curriculum departments. Joint planning helps to align PD offerings that will impact classroom instruction for AIG students.

The Gifted Learning Department must submit a Department Improvement Plan annually to the Deputy Superintendent of Curriculum and Instruction. The plan must be aligned with the strategic goals of the district. The Gifted Learning Department has a current plan to focus on the Differentiated Education Plans for secondary students. This plan will be focused on personal goals that the student or school feels necessary to enhance the future success of the gifted student. Each student will have an
advocate, or DEP Advisor assigned to them within the school to ensure progress on the goal and help with needed resources for goal attainment. The advisor can also serve as an advocate to ensure the student’s overall academic, social and emotional needs are being met within the school community.

Differentiation Specialists meet weekly with the Director of Gifted learning. The specialists serve as liaisons between the district and school levels. The specialists are able to provide aligned coaching and support across all schools, and directly to teachers working with AIG and high achieving students. The Differentiation Specialists work directly with AIG teachers and students in elementary cluster classrooms and are employed to provide support for gifted learners, AIG cluster classroom teachers, and other school personnel through planning, professional development, resources, co-teaching, model lessons, direct instruction, and coaching. They also lead district-wide K-12 professional development through the Professional Achievement Certification (PAC) courses and other professional development needs based on stakeholder survey data which impacts entire school communities.

The Director of Gifted Learning presents a budget proposal annually to a budget committee compiled of district level and school level administrators. Board of Education members are also invited to serve on the committee. The budget proposal entails the funding needs of the AIG Department aligned with delivery of services and professional development offerings. The budget consists of current spending as well as areas of need. Increased support for secondary schools will be provided from additional budget allotment during the 2019-2020 school year for a part time Secondary AIG Specialist. This position will serve to ensure secondary schools are providing differentiated services for the AIG identified student.

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

The Early Kindergarten start policy is developed between the Gifted Learning Department and the Elementary Education Department. This policy allows for students that are advanced in academics, social and emotional development to begin Kindergarten at age four. A child must be tested by an outside provider using a valid achievement test and scores must be sent to the attention of the Elementary Education Executive Director. These scores are then reviewed by both departments and next steps are suggested to the school principal. Based on outside data and suggestions, the school principal will consider administering school based assessments as well as interviewing the student for possible early entrance to Kindergarten.

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

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

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

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

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

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

Secondary counselors work with middle and high school gifted identified students to make sure they are provided opportunities to take higher level coursework and grouped accordingly. School leadership works to intentionally schedule these students into the most rigorous course of study available at that school. Through purposeful scheduling identified students are afforded the opportunities to work collaboratively with both identified and students that are high achieving.

**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:** Iredell-Statesville School Gifted Learning Department informs all stakeholders of services available to identified gifted students through a variety of clear processes. The AIG Website is a resource available to everyone that houses a copy of the AIG Local Plan as well as the Gifted Learner Parent Guide, which both outline service delivery options.

A copy of the local plan is presented to the Board of Education and shared with district level administration. Each school also receives a copy of the adopted local plan. This plan clearly outlines the services that are provided to gifted learners and how differentiated needs are met. The Director of Gifted Learning provides training and information specific to gifted services to administrators, Instructional Facilitators, and Content Coaches during their regularly scheduled meetings throughout the year.

Differentiation Specialists along with the Director of Gifted Learning, annually prepare a slide show and an informational table outlining AIG identification and service information for the parents and community to view at “It's Happening Here”, an annual event sponsored by the department. The presentation is shared multiple times throughout the event and the Gifted Department is on hand through the entire evening to share information or answer questions. All Iredell-Statesville Schools parents receive an invite to this event.

Differentiation Specialists train AIG School Coordinators on the Local AIG Plan, policies, and processes. The AIG School Coordinators will provide the training, through a standardized powerpoint presentation, to each school site staff. Principals must sign off that the training was received by the staff. AIG School Coordinators and/or Differentiation Specialists notify teachers of the AIG-identified students assigned to their classrooms as well as students on the screening list. Teachers working with gifted students will begin/continue/complete 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 Coordinators have access to resources online to support delivery of services through the google drive. These resources are reviewed at quarterly AIG Coordinator PLC’s. Each school has a Gifted Processes Support (GPS) Team in place to support the communication of service delivery, instruction, and regulations for AIG students. The GPS Team is kept informed by the AIG School Coordinator.

When a student is identified as a gifted learner, the parent receives a copy of the Gifted Learner Parent Guide. The parent signs AIG 5 stating that a copy has been provided. The guide specifically outlines services that are provided throughout the county in grades K-12.

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

The Gifted Learning Department has a process in place to transfer the AIG student identification folders and information from one school to another during the key transition points, including transferring from elementary school to middle school, or middle school to high school, or transferring between schools 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.

Newly identified 5th grade students and newly identified 8th grade students must have completed identification paperwork and newly created AIG Identification Folder once they enter their new school. The school from which the student is exiting should indicate the student on the school screening list as newly identified. The Differentiation Specialist will share this information with the receiving school.

Audits are performed at a minimum of twice a year in secondary and monthly at elementary level to ensure AIG Identification Folders are being maintained and information is accurate. The audit data is shared with school principals and corrections are made immediately following each audit. This process ensures that folders being passed to the accepting school are well maintained and accurate. During audits if a folder is found that does not belong to the school the folder is passed to the correct school at that time.

Screening lists are kept at every school through google spreadsheets. When students move from one school to another or transition to middle or high school the assigned Differentiation Specialist will relocate the student to the newly assigned school screening list.

**Practice F**
Addresses the social and emotional needs of AIG students through collaboration among school counseling personnel, regular education teachers, AIG specialists, and others.

**District Response:** Iredell-Statesville Schools provides teachers with training on social emotional needs of gifted learners during the Professional Achievement Certificate (PAC) courses. Teachers who work with gifted students in core subjects will be required to take the PAC courses so they can deliver services appropriately. The gifted department also provides a Professional Development session, open to any school to register, on the social and emotional needs with a focus on excitabilities. AIG Coordinators are provided support for how to identify social and emotional needs through focused training provided during AIG Coordinator meetings.

AIG Advisory Committee reviews the social and emotional needs of students and hears from
counselors on the committee in regards to what they see in schools. The Committee has been able to review research on the social and emotional aspects of being gifted and has opened the door for secondary students to write goals on their DEPs pertaining to social and emotional needs. An assigned DEP advisor to every middle and high school student helps to serve as an advocate within the school that can support social and emotional needs of a gifted student.

Counselors are provided resources through SENG (Supporting Emotional Needs of the Gifted) to help support interactions with gifted students. The Director of Gifted Education meets annually with counselors to review this resource and discuss needs that they are seeing. Other resources available to counselors and school staff to address the social and emotional needs are available through the ADR Resource Room. Carol Dweck’s Growth Mindset materials are used to help gifted students overcome the fear of failure and learn from mistakes.

With the addition of a Secondary AIG Specialist position "Learn and Lead" optional sessions will be offered during the school day. These sessions will provide for opportunities to address the social and emotional needs of gifted learners.

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

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

**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 IB, Dual Enrollment at Mitchell Community College, Honors and/or AP coursework. Parents of students who qualify for these levels of service may decline the recommendation.

The district will honor the accelerative services of students who have transferred into the district with documented need. 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.

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

Early College and College Career Promise opportunities are provided to high school students for dual enrollment. These programs allow high school students to earn college credit while also working on their high school diploma. Students who successfully finish the Early College Program graduate with both their High School Diploma and Associate's Degree. AP, or Advanced Placement courses are another route to earning early college credit. These courses require students to pass an AP Exam at the end of the course to receive the credit.

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

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

**Practice H**

Implements intentional strategies to broaden access to advanced learning opportunities for underrepresented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. These strategies may include talent development efforts.

**District Response:** Iredell-Statesville Schools wants to promote identification of gifted learners across all student groups. This includes are underrepresented populations. We offer a screening to every student in 3rd grade using the CogAT abilities test. This screening allows the school to receive an abilities score learning profile for every third grader. The learner profile provides information to the teacher for how to better meet the instructional needs of the student and better nurture the students abilities. Students that have IEP's, 504's or ELL's accommodation plans are allowed these
accommodations during the administration of the CogAT.

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

The Gifted Learning Department offers a variety of routes to attain gifted identification including use of the nonverbal portion of the CogAT. When ELL students Nonverbal scores are at 96% or higher, UTAGS (Using Science, Talents, Abilities to Recognize Students) learner profile can be used for ELL learners. This profile is researched and found to be fair across ethnicity groups. Students scoring 120 or higher on this learner profile are considered for identification under the category of IG.

Other learner profiles and portfolios are provided as possible alternative pathways for identification. SIGs (Scales for Identifying Gifted Students), Slocumb-Payne are two additional learner profiles that are used at schools. SIGs is a standard profile used across all student groups. Slocumb-Payne is more suitable for low socio economic or behavior students. Portfolios are used primarily in 5th, 7th, and 10th grades. Students receiving an 85 or higher earn points towards identification. Portfolios can be requested in other grade levels. Alternative pathways to identification allow for students to be identified that may not meet the aptitude, achievement or grade criteria or need additional points in one of the areas.

A point system allows for greater identification across all student groups. Students do not have to meet a set cut score. Instead students are assigned points based on different ranges of scores. It is possible for a student to be stronger or weaker in one area of another and still qualify by making up points in another area.

Highly gifted students are recognized under the Iredell-Statesville Schools local AIG plan by scoring consistently at 99% across Aptitude, Achievement, and Final Grades. These students are considered for acceleration opportunities for subject or grade advancement. Students that fall short of the 99% but are identified as gifted can also be recognized by the school principal as a candidate for subject or grade advancement. Schools may use tools accessible to them in regards to school and district based assessments, state assessments, observations, GPS team recommendations to consider a student for subject or grade advancement that does not meet the 99% criteria.

Professional Achievement Certificates(PAC) Courses, required training for teacher working with gifted students, includes information on recognizing gifedness in underrepresented populations. These trained teachers are present throughout every school and can assist school GPS teams in
identification of these student populations.

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

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

Enrichment opportunities exist for students at all grade levels through various club activities. Multiple clubs are provided throughout the county to help enrich our students. Clubs that are funded through the Gifted Learning Department include: Robotics, Odyssey of the Mind and Chess.

At the middle and high school levels enrichment opportunities are funded and supported by the Gifted Learning Department through the NCASA Scholastic, as well as attendance to North Carolina Governor's School for high schools students that apply and are accepted.

The Gifted Learning Department offers summer camp experiences for all I-SS students. These camp experiences are designed to enrich a student's love of learning in an area he or she may feel passionate.

With over 17 various offerings that include: Culinary Arts, Forensic Science, Chess, Escape Room, STEM, Robotics and more; students are sure to find something of interest. These camps are facilitated by Iredell-Statesville School teachers. Camp cost is minimal to students but the district does help provide for students that want to attend and cost is a hindrance.

**Ideas for Strengthen the Standard:** Using Science, Talents, and Abilities to Recognize Students also called USTARS program is used for K-2 nurturing at school sites with high levels of underserved populations. This program was initiated in three elementary schools during the 2017-2018 school year. Four additional schools were on boarded during the 2018-2019 school year. With seven schools now trained in the delivery of USTARS the focus will be on delivery with fidelity. The gifted department would like to continue to support the purchasing of resources for this program and looking closely at the performance data of these students as 3rd graders.

Middle and high school students need more experiences that will support their social and emotional needs, study habits, and career development plans. The district will add an additional part time position to the gifted learning department during the 2019-2020 school year titled Secondary AIG Specialist. This position will be used to work specifically with AIG Coordinators and AIG teachers at the secondary level to help plan optional learning sessions that middle and high school students can attend during the school day. These sessions will be part of a series titled "Learn and Lead" and will offer opportunities for students to hear guest speakers, college admissions, social and emotional training, etc. These sessions will be connected to the students DEP in the secondary level allowing
them to document sessions they attend and provide reflection on this opportunity as feedback to the district.

This additional part time position will also allow for more coaching at the secondary level on how to provide a differentiated curriculum within the already rigorous classroom. The Secondary AIG Specialist will serve as a resource available to all secondary schools to aid with the support of curriculum programing for gifted education.

**Sources of Evidence:**
- Sign-in sheets and/or certificates of completion for gifted learner related professional development from teachers, specialists and parents
- Gifted Learning Department website highlighting summer camps, enrichment opportunities
- Virtual I-SS course registration list from Powerschool
- Academic Competition recognitions documented in Board of Education minutes
- Gifted Learner Parent Guide outlining all choice options
- Enrollment of AIG students in schools of choice and choice courses
- Quarterly Flyers with upcoming enrichment opportunities
- Summer Camp registration documentation
- CDM completion and explanation on website
- Cluster classroom planning sheets from principal conversations
- Enrichment coordinator meeting minutes
- Agendas/Sign in sheets from GPS, AIG coordinator, and Advisory Board Meetings
- District Resource Room with curriculum aligned materials check-out list
- Student AIG Folders DEP's and AIG 2's
- Nurturing Program materials check out/in list from resource room
- Nurturing Program student identification list
- Job description of Secondary AIG Specialist
Standard 3: 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: Iredell-Statesville Schools is dedicated to fostering instruction for our high achieving students that leads to academic growth. The Core Values for the district speak to the commitment of providing personalized, challenging, and engaging learning opportunities for all students. The values also point to the commitment of making data driven decisions. These values and beliefs acknowledge the desire of the school system to meet the needs of even our highest achieving students.

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

Professional Achievement Courses (PAC) centers on the need of gifted learners and differentiating curriculum for identified students. Teachers that work with gifted learners are required to complete four PAC courses prior to receiving a certificate of achievement. These courses include: Differentiation and the Learner, Differentiation and Classroom Management, Differentiation and Assessment, Differentiation Classroom Strategies. Teachers are trained on how to use data to drive differentiation decisions as well as utilize specific best practice differentiation approaches for enrichment, extension, and acceleration across content, process, and/or products.

AIG students have access to choice programs such as; International Baccalaureate, A+ School, Dual Immersion (DI), Advanced Placement, Honors Courses, College Career Promise and Early College. These programs allow students to experience NC curriculum at a more rigorous level and in some instances accelerate the learning process. In cases of Advanced Placement, College Career Promise, and Early College high school students are able to earn college credit while still in high school. Dual Immersion programs provide rigorous study that allows students to master spanish while also learning the NC Curriculum. The A+ Schools program allows for aligned art instruction that supports the NC Curriculum and IB offers a global perspective on learning with opportunities for community outreach and acts of service.

AIG students have other unique learning opportunities available through Credit by Demonstrated
Mastery (CDM). Middle and high school students may demonstrate mastery of curriculum without actually completing seat time. This opportunity allows for students to complete both a Phase I and Phase II assessment outlined on the district AIG webpage and every middle and high school webpage. Students can receive credit for the course if mastery is attained in both assessment phases.

AIG students, K-8, do have the opportunity to subject or grade advance when criteria is met. These students can accelerate through the curriculum because mastery has been demonstrated through aptitude, achievement, and final grades. Subject or grade advancing students may access NC Curriculum by using a face to face approach or a virtual course approach allowing for more flexibility in scheduling.

All schools implement Multi-Tier System of Supports (MTSS) and enrichment is considered in this model. AIG and high achieving students have access to enrichment opportunities as part of their school day.

Students that have demonstrated mastery of curriculum can participate in activities such as robotics, STEM or STEAM, personal projects, etc...to help encourage their natural curiosity and enhance motivation for learning. These activities can also serve as extensions asking students to dig deeper into content through activities such as problem based learning.

AIG funds are used to maintain the ADR Resource Room where current, research-based resources and technology are available for checkout by teachers throughout the district for use in adapting the NC Curriculum to meet the needs of gifted students and those with high academic potential. Available materials include above grade level texts, Junior Great Books, Hands-On Equations and other math manipulatives, interdisciplinary units, Problem Based Learning, advanced vocabulary and grammar resources. These resources will provide teachers with additional opportunities to infuse depth, complexity, and rigor into the NC Curriculum.

AIG students are cluster grouped into classrooms according to their identification, leading to greater opportunities for flexible grouping. AIG students participate in both homogenous and heterogenous grouping formats to better meet their individual learning needs.

**Practice B**

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

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

A wide variety of resources are made available through the Resource Room located in 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. The link to the Destiny check out system is easily located on the district AIG webpage.

**Practice C**

Incorporates a variety of evidence-based resources that enhance student learning.

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

Secondary schools provide 1:1 technology, MacBooks, to every student. This device enables secondary students that are identified gifted to maintain a digital DEP and communication with an assigned DEP advisor within their school. DEP's engage the secondary gifted student in personal goal setting that is a proven strategy for improving achievement. The goals must be SMART goals that are specific, measurable, aligned, results focused and timely.
Schools are allowed the freedom and flexibility to purchase resources that will align to the needs of their students. These resources are purchased with the intent to support that specific school's programs. Resources may be specific to IB schools, STEM or STEAM opportunities, A+ school, 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
- Growth Mindset Materials
- William and Mary resources (Jacob's Ladder, Language Arts Units and student books)
- Marcy Cook Math resources
- Hands-On Equations kits, Problem Solver I and II, and Super Source math materials
- Versatiles
- Chess and robotics kits
- Logic and reasoning games
- Classroom sets of novels, informational texts, and poetry collections
- Interact Simulations
- Advanced Placement exam preparation materials
- Primary Education Thinking Skills (PETS)
- USTARS
- Michael Clay Thompson vocabulary and grammar materials
- Professional books for educators and parents related to gifted learners, instruction, and social-emotional needs
- Problem-Based and Project-Based Learning Resources

Materials in the ADR Resource Room are reviewed regularly and updated as funding allows.

**Practice D**
Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, and leadership.

**District Response:** Iredell-Statesville Schools sets goals through the district strategic plan to focus on students becoming college and career ready. The strategic plan also intends for every student to be provided a personalized education. Meeting these strategic plan goals require the development and inclusion of 21st century skills. Through providing learning opportunities to enhance and allow students to communicate, think critically, collaborate, express creatively, use technology, build global awareness, set personal goals, and participate in volunteering, etc...students are able to increase the likelihood of being college and career ready.
AIG students are provided opportunities for participation in many specific choice programs that harvest 21st century skills. IB has a globally minded focus that requires acts of service, A+ School allows for students to develop skills within the arts and think creatively and STEM/STEAM programs enhance problem based learning to increase critical thinking, creativity, problem solving, and collaboration. The district will continue to offer schools of choice such as Collaborative College of Technology and Leadership, Virtual I-SS, Crossroads Arts and Science Early College, Dual Immersion, Agriculture and Science Early College, A+ School, Career and Technical School and the International Baccalaureate (IB) programs. Many of these choice options provide students opportunities to become experienced in possible career options, earn early certifications, and/or complete early college credits.

The AIG Department promotes and offers enrichment programs, summer camp options, and academic competitions across the district. These opportunities are shared through the Iredell-Statesville Schools’ AIG Department website, Connect-Ed messages, quarterly electronic newsletter, etc. These enrichment offerings are designed to support critical and creative thinking among students. During competition such as robotics, students are asked to program robots, but also students will be asked to work together, problem solve, and think about real world implications to specific problems that could be solved through the use of robotics. All schools are provided materials needed to participate in academic competitions through the district. Other specific enrichment programs and competition that I-SS provides are spelling bee, science fair, chess tournament, Math Expo, Odyssey of the Mind, Battle of the Books, etc..

Summer camp opportunities are offered at sites throughout the district to provide for opportunities for students to develop specific skill sets and build learning experiences in areas of interest. Summer camps offered explore culinary arts, robotics, Problem-Based Learning, STEM, escape room, forensics, and much more. Other summer opportunities are also made available and promoted to students through North Carolina School of Science and Math (NCSSM), North Carolina Governor’s School (NCGS), Duke TIP, and Summer Ventures. Summer experiences keep learning happening and are great opportunities for students to grow in 21st century skills.

Students are encouraged to participate in community service and internship opportunities at the secondary level. These opportunities give students a chance to gain real world knowledge of careers and job offerings in our area. Students are able to develop a better sense for why learning is important and become more goal oriented about their future. Students at the secondary level are required to provide documentation of time spent participating in community service. These community service opportunities are encouraged through AIG DEP goals, Crosby Scholars, IB programs, Beta Clubs, CP program, DP program, etc. The act of becoming more community minded and understanding needs that exist within the community fosters social awareness.
The availability of technology enhances the 21st Century learning experience for students. All 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. Students learn to use the technology as a tool of efficiency and develop creative products to demonstrate their learning.

**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 utilizes these questions when looking at formative and summative data to make instructional decisions for students. Through participation in school level data days, weekly Professional Learning Communities (PLC’s) both at school and district department levels, school goal teams, School Improvement Teams, district level Beginning of Year, Middle of Year, and End of Year data analysis meetings, data is analyzed at all levels of the organization. Formative data is used to determine how instruction may need to change in order to meet the needs of the individual learner. Summative data is used to inform the teacher how well the student mastered the material being taught.

Differentiation Specialists, Instructional Facilitators, Content Coaches, teachers, PLC’s, school leadership teams, and district leaders have access to many assessments resulting in both formative and summative data. Some of these assessments include District Baselines, NC Check-Ins, mCLASS:Reading 3D, IReady, Sheltered Instruction Observation Protocol (SIOP), EVAAS, EOG/EOC, teacher assessments/observations, pre-assessments, and post-assessments. Assessment results are continuously monitored to determine the need for and effect of differentiated instruction.

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

All schools are trained in Multiple Tiered Systems of Support and are expected to use data analysis to deploy this learning model. This model allows schools to place students in tiers of instruction based on data that range from intensive intervention to need for enrichment, extension and acceleration. Every school receives training in matching appropriate researched based strategies to the appropriate instructional level of each student. Schools use all the data resources mentioned previously to make these instructional decision and move students in and out of tiers.
Identified AIG students at the elementary level are instructed weekly by a trained Differentiation Specialist. This weekly instruction provides opportunities for enrichment, extension, and acceleration that is aligned to the data provided by the classroom teacher. During these weekly lessons students participate in instruction that is aligned to state curriculum but allows for opportunity to dig deeper into the learning targets. Students may also move to higher level learning targets that are still aligned to the class curriculum.

Teachers provide day to day differentiation opportunities in their classroom instruction as well. Teachers use data to determine appropriate grouping formats as well as tiered assignments and opportunities for curriculum compacting. Teachers monitor data on a regular basis to make sure student needs are being met. AIG students have strategies for differentiation that will be used by the teacher documented on their Differentiated Education Plan (DEP) at the elementary level. High School students have documentation of a more rigorous course of study evidenced on their DEP's.

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

**District Response:** AIG students are clustered in groups of 6-8 in a classroom with a specialized trained teacher in gifted practices. Part of the Professional Achievement Certificate (PAC) training provides information on the social and emotional needs of the gifted learner. All teachers working with gifted learners receive this training titled Differentiation and the Learner. This training provides insight into both the positive and challenging behaviors that can exist with a gifted learner. It details how to recognize these behaviors and how to differentiated within the curriculum for these social and emotional needs. Additional instructional resources for providing social and emotional support to gifted learners and applying this training in the classroom are made available to all Iredell-Statesville Schools' staff through the ADR Resource Room.

Counselors and AIG Coordinators are trained on how to use resources from SENG (Supporting Emotional Needs of the Gifted) to help better support the social and emotional needs of our gifted population. These resources provided specific strategies for how to address social and emotional needs of gifted students. These strategies can be used both for classroom and shared with parents for use at home.

Many schools make use of Growth Mindset materials within the school day with gifted learners. Research has been presented to AIG Coordinators, principals, and AIG Advisory board on mindset of gifted learners. Teachers incorporate strategies for building growth mindset in their day to day instruction with students.

Differentiated Education Plans at the secondary level now can incorporate the need for setting goals in the social and emotional area for gifted learners. Students no longer are limited to only setting academic goals. If the teachers, counselors, student, or DEP advisor recognize a social or emotional need a goal can be set in this area and monitored for progress.

Multiple Tiered Systems of Support (MTSS) 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. The levels of intervention are laid out on a behavior plan and monitored for growth. These levels of support can be used with severe situations where behaviors might present themselves in a negative way.

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

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

With the addition of the AIG Secondary Specialist position, plans are to add "Learn and Lead" sessions for secondary students to be offered during the school day. These sessions will cover a variety of topics to support the needs of gifted students. Included in these topics will be social and emotional support. Gifted students will be invited to participate in the sessions and attendance will be connected to their DEP.

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

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

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

Schools have K-2 nurturing programs accessible to them that can be implemented with specific types of learners to help nurture gifted characteristics. One of these programs, Primary Education Thinking Skills (PETS) is available in the ADR Resource Room. Also available to schools from the resource room are: Project M2, Jacob’s Ladder Primary 1 and Primary 2, U-STARS, and Center for Gifted Education William and Mary Learning Units. All of these resources are viable options for nurturing K-2 ability. The Gifted Department will works closely with schools that have low numbers of identified
students but high levels of underrepresented populations. To help build their capacity to deliver these programs to students that may benefit from nurturing these schools administer the Slocumb-Payne learner profile at the end of first grade. Students that meet the minimum score of 57 on the profile are considered for participation in the U-STARS nurturing program as second graders. This program is delivered by a trained staff member or by an assigned Differentiation Specialist. U-STARS is intended to nurture the natural curiosity and problem solving abilities of the students that participate. Our goal is to grow the potential of these students being identified gifted as a 3rd, 4th, or 5th grader.

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

**Practice H**
Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

**District Response:** Gifted Department Differentiation Specialists participate in providing curriculum support collaboratively with Iredell-Statesville Schools’ by participating in opportunities to present PD aligned to curriculum goals. Specialists are available to participate in school level PLC’s, goal team meetings, and/or school data days to help provide curriculum support for gifted learners. Differentiation specialists can assist with locating resources that are needed to support instructional plans.

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 Virtual I-SS School. 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, extension, or accelerations as part of this framework.

Differentiation Specialists are also available to collaborate with Iredell-Statesville Schools' Content 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 or Content Coaches 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, 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.

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 weekly 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 and should take place prior to October 31st. The following three school-to-home communications are not required to be face-to-face but should take place on the following time frame: the second prior to December 1st, the third prior to March 1st, and the final prior to May 25th. The DEP will outline level of service, modified learning environment, educational goals, and progress towards those goals.

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

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

DEP goals can focus on academic, executive function, or social/emotional needs. Counselors, AIG Coordinators, principals, teachers or other school professionals can assist the student with possible goals that may need to be of focus.

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

**Ideas for Strengthen the Standard:** Iredell-Statesville Schools deploys an MTSS model at all schools K-12. The Gifted Learning Department uses CogAT data to help schools understand the abilities of students. The learner profile received from the CogAT data provides instructional strategies for all types of students. This data can be used to help plan extension opportunities for high achieving students within the MTSS model. The Gifted Learning Department will continue the effort of deploying use of this data to support the MTSS model.

Differentiation Education Plans are present at all levels K-12 for identified gifted learners. The DEP details how a gifted students academic experience, social/emotional experience and/or intellectual experience is being enhanced through curriculum aligned differentiation and/or goal setting. The DEP goals need to become value-add to the student and referenced with fidelity within the school setting.
Additional support from a specialist is needed at the secondary level to support administration and AIG School Coordinators. An additional part time position will be added, Secondary AIG Specialist, to work specifically with secondary schools. This position will be available to help provide differentiation strategies to help enhance the overall curriculum experience for identified and/or potentially identified students.

"Learn and Lead", a series of optional conference sessions, will be offered to middle and high school students. This series will provide opportunities for secondary gifted students to gain support in areas that can be most challenging to the gifted learner. These a short sessions that happen within the school day.

**Sources of Evidence:**
- ADR Resource Room purchase orders and checkout data
- Documented differentiation on Differentiated Education Plan (DEP)
- MTSS paperwork
- Documentation of training for Differentiation Specialists
- Student interest inventories, work products and assignments
- PAC course graduation and registration data
- I-SS Curriculum Guides containing resources and planning ideas for curriculum extension and enrichment
- NCSSM enrollment
- Governor's School Acceptance and Participation
- Participation by all schools in AIG Department sponsored enrichment opportunities
- AIG student enrollment in choice option schools and advanced classes
- Implementation of Common Assessments, Pre-Assessments, Post-Assessments, Benchmark Assessments, 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 4: 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
Engages AIG-licensed specialists in tasks that 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 indicated professional development based on stakeholder need. The PAC courses provide the following training: Differentiation and the Learner, Differentiation Classroom Management, Differentiation and Assessment and Differentiation Learning Strategies. In addition to the PAC courses the Director and AIG specialists are actively engaged in offering face to face sessions of professional development. These face to face opportunities highlight best practices in our schools and provide best research-based strategies for meeting the needs of gifted students. The Gifted Department provides a prescribed training list several times a year to each school principal, Instructional Facilitator and Content Coach that describes sessions that are available. Schools may also make their own request.
for a specific training to be provided at their school. The trainings offered align with the academic, intellectual, social and emotional needs of gifted learners. The Gifted Department Director and Specialists work with schools to schedule sessions as requested. Sessions are delivered through Professional Learning Communities (PLC's), after school staff meetings, Early Release Days, and teacher workdays.

**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.

Iredell-Statesville Schools requires teachers of gifted students to have AIG add-on licensure, be working to obtain AIG add-on licensure, have completed the locally offered AIG Professional Achievement Certification Courses, or be working to complete the AIG Professional Achievement Certification Courses. This expectation is documented by the Gifted Learning Department through spreadsheets maintained to show course completion and/or graduation dates. Trained teachers must demonstrate mastery in: Differentiation and the Learner, Differentiation and Classroom Management, Differentiation and Assessment and Differentiation and Learning Strategies. Mastery is demonstrated through successful completion of homework assignments, reflections and assessments submitted in our PAC courses or a graduation certificate from a university for add-on licensure. This documentation is shared annually with principals as they work to scheduled gifted students with trained professionals.

Ongoing professional development will continue to be offered to all teachers of AIG students to ensure that appropriate differentiated services are provided. The Gifted Learning Department will continue to provide face to face sessions of professional development. These face to face opportunities highlight best practices in our schools and provide best research-based strategies for meeting the needs of gifted students. The Gifted Department provides a prescribed training list several times a year to each school principal, Instructional Facilitator and Content Coach that describes sessions that are available. Schools may also make their own requests for professional development. The Gifted Department Director and Specialists work with schools to schedule sessions as requested. Sessions are delivered through Professional Learning Communities (PLC's), after school staff meetings, Early Release Days, and teacher workdays. Records of successful completion are documented through the LINQ HR Management system and CEU credit.

High school teachers that work within choice programs such as Advanced Placement and International Baccalaureate receive training through the appropriate agencies. The Gifted Learning Department works collaboratively with school leadership to determine teachers that need training, the schedule for the training, and the budget to cover the training.

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

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

**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. Principals and school assigned Differentiation Specialist meet annually to ensure that students are scheduled with appropriately trained teachers.

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

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

**Practice E**
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 and district strategic goals to create an aligned approach to professional development needs. The district provides an aligned, structured time for professional development delivery on Early Release Days (ERD) implemented throughout all schools. Instructional Facilitators, Differentiation Specialists, and Content Coaches work together to provide delivery of professional development aligned to district and school needs.
Through collaborative planning meetings held at the district level including monthly administrative meetings, Curriculum and Instruction Department weekly, and AIG Department weekly the various instructional leaders across I-SS are able to ensure alignment of professional development opportunities. The Departments share data to make sure the training supports the needs across schools in the district. Some of these trainings include:

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

Quarterly meetings with school level AIG Coordinators provide additional opportunity to deliver district aligned professional development. The Differentiation Specialists and Gifted Learning Director utilize this opportunity to deliver best practices in gifted education that can be shared back at every school level. Gifted programming goals can be reviewed with the with the AIG Coordinators to ensure school processes are in accordance with expectations.

The Gifted Learning Department provides training dollars to support district initiatives in International Baccalaureate and Advanced Placement. The Department also sends teachers and specialists annually to the state gifted conference. The spending of these dollars are sent through a Prior Approval process to ensure alignment to district, school, and Gifted Department programming goals.

**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 Content 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 Content Coaches are all evaluated on their implementation of professional development in the classroom and on reflection of their practice. This evaluation 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.

Annually the Gifted Learning Department provides training dollars to send teachers to IB, Advanced Placement, and state gifted conference. These trainings allow time for teachers to reflect on their practice and bring back new ideas. All professional development opportunities that are offered through the Gifted Learning Department are outlined on the Gifted Learning district website and hard copies are provided to principals, Instructional Facilitators, and Content Coaches.

**Ideas for Strengthen the Standard:** Current survey data indicates that there has been a slight increase of secondary teachers taking advantage of the AIG Professional Achievement (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 had piloted offering these courses online. The pilot has proven successful with the increase of teacher interest and AIG PAC Courses will continue online through the district Learning Management System of Canvas.

The Department is now beginning to receive training in micro-credentials. This training will enable our specialists to create professional development sessions that can be completed within 20 to 30 minutes by a teacher. The sessions will be online through Canvas and will cover various topics that will increase understanding of identification, services, and needs of gifted learners. Teachers will receive badges after successful completion of a microcredential. Successful completion is measured through a reflection process submitted online by the teacher to the course creator/evaluator.

In addition to the above course offerings, the Gifted Learning Department will continue to provide face to face sessions of professional development. These face to face opportunities highlight best practices in our schools and provide best research strategies for meeting the needs of gifted students. The Gifted Department provides a prescribed training list several times a year to each school principal, Instructional Facilitator and Content Coach that describes sessions that are available. Schools may also request their own specific training. The Gifted Department Director and Specialists work with schools to schedule sessions as requested. Sessions are delivered through Professional Learning Communities (PLC's), after school staff meetings, Early Release Days, and teacher workdays.

School principals and/or assistant principals will be invited to join as observers or participants in Gifted Professional Achievement Certificate courses online. Principals can then understand the strategies taught through the courses and help teachers relate these techniques to gifted learners and lesson planning.

There will be a novice session offered at the beginning of every new school year for principals, assistant principals, instructional coaches, and teachers that are new to their role or new to I-SS. The goal of this session will be to train the Local AIG Plan, share best practices for teaching gifted learners, and provide resources for support. Instructional leaders that are not new to their role or to the district are invited to also attend.
The Gifted Department plans are to hire a part-time Secondary AIG Specialist to provide more support to secondary schools. Through survey data our secondary AIG Coordinators, Counselors, GPS Teams, and teachers of gifted-identified students indicate a need for more support by our specialists. The Secondary AIG Specialist would work only with secondary schools to provide training and resource support in regard to Identification, services, and needs of gifted students.

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/evaluations on file with Human Resources
- Differentiation Specialist job description, schedule, and travel log
- Stakeholder survey data (administration/classroom teachers/parents/students)
- Certificates of attendance at NCAGT state conference
- Certificates of attendance at local, state and national professional development for AIG teachers/Coordinators/Specialists, as funding allows
- EVAAS, EOG/EOC data for cluster classroom teachers working with gifted learners
- Sign in sheets or certificates from professional development for school personnel
- Documented Canvas logins and online course participation report for AIG Professional Achievement Courses
- Reimbursement documents for teachers who have obtained AIG add-on licensure
- Human Resources Department licensure documentation
- Annual data on number of AIG certified personnel
- Annual data on placement of AIG students with trained AIG teacher
- Annual data on the number of teachers 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, agendas, teacher products
- Gifted Department survey data
- MTSS Data Day agendas
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 that are intentional and meaningful to support the following needs of AIG students:
* academic and intellectual
* social and emotional

District Response: Iredell-Statesville Schools wants every parent of a gifted student to have input into their child's education. Identification meetings are held with every parent to discuss the identification services and needs of the student. Parents are active members in this meeting and must be present to sign in agreement to the delivery plan. Parents are able to provide input at the time of the meeting and/or ask questions.

Differentiated Education Plans require the inclusion of parents at all levels. Parents along with the students are active in the feedback and reflection process of this plan. The DEP can address both academic and social/emotional needs of the student. It is considered an opportunity for the parent and student to work alongside the school staff to develop an authentic plan for the individual learning needs of the child. Schools communicate with parents a minimum of three times for secondary and four times for elementary throughout the school year regarding the DEP.

Parents and families are strongly encouraged to participate in Gifted Learning Department Formal Surveys. Surveys are made available prior to every local plan rewrite. These surveys are made available for at least a month through the I-SS Webpage. District-wide communication is utilized to share these surveys with parents.

Parents and families are invited to be active participants on the AIG Advisory Board. The AIG Advisory meets at least 4 times a school year to monitor the overall performance of AIG in Iredell-Statesville Schools. The board looks at the needs of the AIG learners in the district and works to ensure these needs are being met. When problems arise, the board helps brainstorm solutions. This board is also utilized to often bring clarity to miscommunication and misinformation that might exist regarding AIG Identification and Services.

Parents are strongly encouraged to attend enrichment events with their students. The Gifted Department sends letters of invite to schools and parents to keep them informed regarding events. Families are also invited to School Board Meetings following each enrichment event for special recognition of winning students.

Through the Gifted Learning Parent Guide parents are provided a list of resources that can better assist them in understanding the unique needs of their gifted student. The guide also informs them of the many active roles that are available to be a participant in their child's education.
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: Communication is of upmost importance to the Iredell-Statesville Gifted Learning Department. The department makes every effort to provide timely and clear information regarding the AIG Program, plan and other policies through multiple media. The department uses district-wide communication systems such as Connected and Peachjar as well as the district website. The department also uses social media, letters home, and a Gifted Learner Parent Guide to communicate information. Face to face meetings are also made available to give stakeholders opportunities for questions and verbal communication.

The AIG Local Plan is communicated annually through It's Happening Here. This event is held in the fall of every new school year. This event provides an opportunity for all stakeholder groups to come and attend a face to face session regarding the local plan. Stakeholders also have the option of stopping by an informational table for conversation with the Gifted Learning Department. This opportunity offers more of a one on one conversation and approach to helping get questions answered.

AIG Coordinators at each school site receive a powerpoint presentation created by the District Differentiation Specialist to be shared with all school staff. This presentation must be presented annually during September to help ensure all staff understand the AIG Local Plan and policies. The powerpoint is trained with every AIG Coordinator prior to them presenting at each school.

The AIG Local Plan is also posted on the district website. It is easily accessible to all stakeholders and can be used as a resource for parents that have questions. The Gifted Learner Parent Guide is also available on the website and handed out in hard copy to every newly identified student. This parent guide uses parent friendly language to explain the AIG Local Plan identification and services. This guide is available in both Spanish and English.

Quarterly AIG Department Newsletters are sent to every parent/family in the district. This newsletter informs families of upcoming enrichment events, testing opportunities, and/or other events being made available through the Gifted Department. The newsletter also celebrates and recognizes student accomplishments from prior enrichment events.

The Director of Gifted Learning meets regularly with Principals, Counselors, and other district level administrative staff to communicate policies and updates regarding gifted students. The Differentiation Specialists communicate with the school level AIG Coordinators to ensure policy changes and updates are received and understood. The specialists also attend elementary level GPS meetings to ensure clear communication of AIG plan and policy is happening.

The AIG Department Webpage offers up to date information regarding department events, AIG Local Plan, professional development offerings, testing information, and access to teaching resources all in one location. This webpage is available through the I-SS District Website under departments and is maintained by the Gifted Learning Department Director.
**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 Board meets at least 4 times a year. This group is compiled of parents, teachers, counselors, principals, district administration, community members and leaders. Their stakeholder feedback provides direction in development of the AIG Local Plan and I-SS policies regarding gifted learners. The Advisory Board reviews district data, hears about research based best practice, discusses community partnerships, and helps discuss solutions to issues that may arise.

AIG meeting dates and invited members are established by August of each new school year. Information regarding the AIG Advisory, meeting dates and how to join is readily available through the I-SS AIG website. Although, there are specific individuals that are invited to participate in this group to make sure there is a diverse group of opinions represented, anyone is allowed to come join the meetings and participate.

The Director of Gifted Learning facilitates the AIG Advisory Board and provides a specific agenda with minutes to help keep all team members engaged. The Differentiation Specialists and Gifted Learning Department Administrative Assistant also attend these meetings and help keep the meetings productive and engaging. Next steps are captured at each meeting and help guide the agendas for future meetings.

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

**District Response:** Iredell-Statesville Schools Gifted Learning Department sponsors a variety of learning opportunities for students. All events and opportunities are posted on the I-SS district website, as well as, the AIG District Webpage. The webpage also provides contact information so that questions can be asked.

The department asks for each school site to have an enrichment coordinator to serve as lead over specific opportunities such as science fair, math expo, Odyssey of the Mind, Robotics, North Carolina Governor's School, etc... These school level enrichment coordinators are used to disperse specific information to their local school communities. The school level coordinator receives packets of information at training meetings to assist them with their communication.
The department works to also provide written communication through specific invitations, flyers, and newsletters prior to specific events and opportunities. This written communication is shared with parents and families through district wide communication such as Peachjar. Connected phone call reminders are also used to notify parents and families as well as the community of upcoming events. Face to Face registration and online registration for events are both provided to meet the needs of all families.

All documents are translated into Spanish when requested. A Spanish interpreter and sign-language translator are made available at district events. The AIG Department also works with specific schools to meet this need for individual school enrichment opportunities.

**Practice E**

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

**District Response:** The I-SS Gifted Learning Department believes in the importance of fostering partnerships within the community. "It's Happening Here" sponsored by the Gifted Learning Department is a kick off each year to building this relationship! This event provides partners access to set up informational tables and offer breakout sessions to our parents and families. This event is held in the fall of each school year. Parents and families coming to this event will actively interact with community businesses, Institutions of Higher Educations, and agencies that support Iredell-Statesville Schools.

Currently Iredell-Statesville Schools works closely with Mitchell Community College (IHE) to offer early college credits and associate's degree at the highschool level. Students enrolled in traditional high school have access to College and Career Promise courses as a junior/senior when criteria are met. Associate Degree opportunities are made available through Collaborative College of Technology and Leadership (CCTL), Agriculture and Science Early College (ASEC), and Crossroads Early College. College and higher institutions of learning are represented in our annual "It's Happening Here" Event. This opportunity allows for students to speak to a college admissions office and learn more about these expectations.

Local businesses and industry partners work closely with high schools to provide internship opportunities as well as field trip experiences. Local businesses work with the Gifted Learning Department to provide judges for enrichment experiences and needed materials such as project boards.

Iredell County 4H and the I-SS Gifted Learning Department has a strong partnership. The 4H actively serves on our AIG Advisory Board. The 4H provides enrichment opportunities to schools during the school day. The 4H also brings special field trip events to our students. The AIG Department helps to advertise and encourage 4H learning opportunities to students. Iredell County 4H is present annually at our It's Happening Here" Event.

Iredell-Statesville Schools Gifted Department works very closely with North Carolina Governor's School. The department helps provide space for annual information session and space for dance
audition. The AIG Director manages the arrangements of hosting these regional events, making it more accessible for our own students.

Tower Bridge International has worked with the Gifted Learning Department to build Summer Enrichment Camps that couples students from China with our own I-SS students for a two week cultural learning experience. Tower Bridge also has a member that serves on our AIG Advisory Board. Tower Bridge represents itself annually at our "It's Happening Here" event.

The Gifted Learning Department Director works side by side with the North Carolina Advanced Placement Partnership and College Board to provide Advanced Placement support to all teachers in the county. Teachers have access to resources provided from these agencies for continuous instructional support. Rigor walks are provided to AP classroom teachers to help increase rigor within the classroom. Teachers are invited to participate in regional trainings and summer institutes. Iredell County works with these agencies to serve as a host site for trainings and also invites college board representatives to present professional development during Early Release Days and on other teacher professional development days.

**Ideas for Strengthen the Standard:** The I-SS Gifted Learning Department will continue to foster partnerships during the 2019-2022 school years. Partnerships with all stakeholders are an excellent way to increase knowledge and understanding regarding the unique needs of gifted learners. Engaging a variety of stakeholders in meeting the needs of gifted learners creates buy-in from the community as a whole.

"It's Happening Here", initiated in 2018 by the I-SS Gifted Learning Department, will continue as an annual event. This event offers an opportunity for community partners, parents/families, Institutions of Higher Education, and Iredell-Statesville Schools to be together all under one roof, sharing and learning from each other. This event exemplifies the belief that it takes us all to meet the needs of our students!

Utilizing a variety of communication methods, the Gifted Learning Department will provide information regarding the AIG Local Plan, policies and sponsored events to all stakeholders. The district and department website, social media, Connected, Peachjar and school level coordinators, will all be utilized to ensure all communication needs are met. The department will hold regular meetings with the AIG Coordinators, Enrichment Coordinators, school level principals, counselors and district leadership to ensure a consistent message is heard. Updates to communication approaches will be made as the district transitions to a new webpage layout.

More focus will be given to providing opportunities for parents/community to attend guest speaker sessions throughout the school year to learn more about the social and emotional needs and academic needs of the gifted child. Parents and stakeholders need more opportunities to learn about gifted students, in order to better understand how to support them.
Sources of Evidence:
- AIG Advisory Team agenda/minutes
- Board of Education memos/meeting minutes
- Social media postings
- Quarterly flyers
- Documents 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
- It’s Happening Here event planning, sign-in sheets
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 local board of education and sent to SBE/DPI for review and comment.

**District Response:** Iredell-Statesville Schools utilized multiple approaches to gain feedback into the creation of the 2019-2022 local AIG Plan. During November, 2018 key stakeholders participated in an online survey that reached out to parents, teachers and Iredell-Statesville Schools administrators. The questions in the survey aligned to the NC AIG Program Standards and Practices. The survey gathered feedback relating to the perceived effectiveness of Iredell Statesville Schools’ delivery of these standards and practices.

During December 2018 and January 2019 AIG Coordinators at each school site hosted a student focus group. They asked questions regarding the services students were receiving, social and emotional well-being, and feeling they had an advocate in the building. Feedback was gathered and submitted to the Director of Gifted Education.

During the 2018-2019 school year, Iredell-Statesville Schools held three meeting opportunities with an AIG Advisory Board compiled of principals, assistant principals, district leadership, Differentiation Specialist, parents, teachers, content coaches, and counselors. This group worked diligently to review and analyze each standard based on previous NCDPI 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 2019-2022 local AIG Plan.

The Gifted Learning Director also met with Principals and AIG Coordinators throughout the past three school years to convey expectations for identification and services of gifted students and determine areas of needed focus and improvement. Based on past feedback, a key focus of the AIG Department has been Differentiated Education Plans in grades 6th-12th. A plan for improvement to DEPs in these grade levels is documented through our AIG Department Improvement Plan. Through restructuring the delivery of secondary DEPs and increasing folder audit accountability for all schools K-12, vast improvements have been made. This folder audit data has been key in informing changes and improvements for the 2019-2022 local AIG Plan and will continue to guide us in overall service delivery improvements in grades 6th-12th.

Input was also sought during an Iredell-Statesville Schools’ Administrative Team meeting. This meeting involves all Executive Directors, Directors, and Superintendents in the district. A summary of proposed plan revisions was provided with time for questions and discussion. The administrative team ensured that the plan is aligned to the requirements of Article 9B including identification procedures, services, professional development opportunities, and procedures for disagreements.
A final draft was presented to the Iredell-Statesville School Board on April 1st, 2019 with a final vote on May 13th, 2019. Following approval from the board the plan was submitted to the State Board of Education/DPI in accordance with Article 9B.

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

**District Response:** The Gifted Learning Director, Differentiation Specialists, AIG School Coordinators, school-based GPS Teams, and AIG Advisory Team work together to hold each other accountable and to ensure fidelity of implementation of the I-SS board approved local AIG Plan.

The Gifted Learning Director and Differentiation Specialists meet quarterly with the AIG Coordinators to disseminate information and solicit feedback. Data shared with the school-based coordinators includes folder audit data, portfolio results data, CogAT data, screening list data, and alternative pathway data. Differentiation Specialists help coordinators analyze this data and understand its implications for school-level programming. Folder audit data is a measurement used to indicate fidelity to identification and services being provided at each school. Folder audits are performed at least three times a year for secondary and monthly for elementary. These data sources are also shared with school-based leaders and trainings are offered in regarding using CogAT data to drive instruction and using alternative pathways to identify underserved populations.

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

Students, parents, teachers, and school administrators are surveyed prior to each new plan submission to obtain feedback for program improvement. Students are surveyed through a student focus group at each school site facilitated by the school AIG Coordinator. Each site coordinator is provided a list of questions to ask the students and overall feedback is compiled with possible next steps. Other stakeholders complete a Google form survey where results are compiled into a spreadsheet and chart or graph for easy analysis. Survey questions align specifically to the NC AIG Program Standards and the AIG Advisory Team reviews results to make decisions on future local AIG Plans. The local AIG Plan is revised every three years by the Gifted Learning Department and AIG Advisory Team based on stakeholder feedback and posted on our AIG website. Each school has an AIG Coordinator and is expected to host regular GPS Team meetings at each school. GPS teams are responsible for monitoring the delivery of DEPs within their school and reviewing delivery at monthly GPS team meetings. GPS teams also review the overall performance data of AIG students in their school. Reflection and next steps are discussed based on the data. GPS teams are required to submit monthly meeting minutes to the Director of AIG by the last day of each month.

The AIG Department meets weekly in Department PLC and reviews the Department Improvement Plan. This Plan is in response to data analysis and addresses gap areas. The Department Plan is
submitted to the Superintendent of Curriculum and Instruction for accountability and shared with the local School Board.

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

**District Response:** The Gifted Learning Director presents an annual budget report to the I-SS Budget Committee, which is compiled of principals, school board members, and district leadership. The budget presentation provides updates on current expenditures, areas where funding can be reduced, as well as additional funding requests. The budget committee reviews the budget presentation and makes final decision on the requested amount moving forward to the School Board in regard to local funds. The Gifted Learning Director, with the Chief Financial Officer monitor state funds to provide AIG Program services according to state policies. Funding dollars are used to support pay of AIG-licensed or PAC-certified teachers, summer enrichment camps, IB training, AP training, resource room materials, enrichment opportunities and activities, North Carolina Governor’s School, North Carolina Association for Scholastic Activities (NCASA), etc.

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

**District Response:** Iredell-Statesville Schools analyzes achievement, growth, and drop-out data at both school and district levels. School-based GPS teams look specifically at the performance data of AIG students at each school. The school-level GPS team works to share this data through appropriate school communication and determine best next steps. School GPS teams monitor individual students for academic growth and provide collaboration with teachers that have identified students.

Differentiation Specialists support the work of the AIG Coordinators and GPS Teams at each school by providing strategies and resources that are available through the ADR Resource Library to help support instructional needs of identified students. Differentiation Specialist review data with classroom teachers of identified students at the elementary level and use this data to guide flexible grouping decisions.

District personnel review the data achievement, growth and drop-out data during beginning-of-year and mid-year data review. All schools are represented during this data review with the support of district administration to help discuss data and best next steps.

Each school site holds their own data days where Differentiation Specialists, Content Coaches, Program Specialists and Instructional Facilitators can attend. School staff works in collaboration with specialist to help address specific student needs and determine best practice approaches within the MTSS model.
The Director of Gifted Learning reviews data of schools and will provide additional support and coaching as needed. Meetings with the school site AIG Coordinator, principal, Differentiation Specialist, and Director of Gifted Learning are often held to troubleshoot areas of need and brainstorm solutions at specific school locations. The Gifted Learning Department provides resources and additional support when data indicates the need.

Practice E
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: The Gifted Learning Director monitors each headcount report from fall and spring to determine overall identification numbers in each represented subgroup. Underserved populations are monitored and schools with low numbers of identified students are provided nurturing programs. Data is shared regularly with the Differentiation Specialists and the Associate Superintendent for Curriculum.

Screening lists are maintained for every school with data indicators for students. Students who are not meeting expected outcomes on achievement and ability data are provided alternative pathways for possible identification. The screening lists are available at each school site and the AIG School Coordinator and principal have access. Differentiation Specialists also have access to school screening lists.

Every student is screened in third grade with the CogAT. Schools are advised on how to use CogAT scores for nurturing and instructional purposes. Nonverbal scores of 96% or higher are used as a possible indicator for ELL students. These students are offered an additional alternative pathway toward possible identification.

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 be working to complete the Local AIG PAC Courses. Ideally, every teacher who works with a gifted student would be trained in gifted best practices as mentioned above, but the first priority is to train elementary AIG cluster classroom teachers and core content area teachers at the middle and high schools. Additionally, other teachers and staff members are strongly encouraged to pursue AIG specific professional development. Differentiation Specialists are also required to have state AIG 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. This documentation is shared annually with principals to assist with scheduling of AIG identified students.
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 uses an AIG Advisory Board composed of representation reflecting the diversity of all stakeholders involved with the program. Members from the community, parents of AIG students, teachers of gifted learners, school counselors, principals, assistant principals, the Gifted Learning Director and Differentiation Specialists come together to collaboratively share feedback regarding I-SS gifted students. The team meets quarterly. Tools for feedback are often used at these meetings to include force field analysis, small group reporting, plus delta, Tregoe tools, etc. Use of a specific agenda and minutes assist with follow-through of next steps.

We provide regular opportunities for students, parents, principals, and other staff to provide feedback about Gifted Learning Department processes, etc. AIG School Coordinators invite students to participate in student focus groups prior to the revision of the local AIG Plan. The coordinators are provided a list of questions to ask the students and generate a common list of feedback back to the Gifted Learning Director. The Director shares these results with the AIG Advisory Team.

Parents and I-SS staff are invited to participate in an online survey through Google forms prior to the revision of the Local Plan. The survey is shared through the I-SS website, AIG Department webpage, Peachjar, Connect-Ed, and the quarterly newsletter. The survey is active for one month and questions align to the NC Gifted Standards. Results are provided through a spreadsheet, chart/graph for easy analysis by the AIG Advisory Team.

Other forms of feedback collection include informal phone calls and emails with stakeholders. Schools also deliver a yearly Climate Survey to all parents and students. These results are shared with the Gifted Learning Director for review to determine any possible next steps needed by the AIG Department. The Climate Survey is a multiple choice survey taking online. Questions regarding rigor and differentiation clearly align to the work of the Gifted Learning Department.

The Department will also issue a Google form survey on an as needed basis when feedback is needed from a specific stakeholder group on a specific topic. Examples of information collected through these types of surveys are professional development needs, resource materials needed and DEP deployment.

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

District Response: Iredell-Statesville Schools maintains multiple data indicators to help guide the revision of the local AIG Plan. This data includes:
- School Folder Audit Data
- Fall Headcount
- Spring Headcount
- CogAT Results
- Alternative Pathway Results
- DEP Completion Fidelity Data
- Professional Development Attendance
- Professional Development Graduation
- AIG Student Achievement and Growth Data
- AIG Drop-out/Graduation
- Percentage of Gifted Students Taking AP, IB, Honors...
- Percentage of participation in Enrichment Activities
- Nurturing Program Observations
- Resource Room Check-Out Data
- Survey Data from Key Stakeholders

This data is reviewed by the Gifted Learning Director with appropriate stakeholder groups which may include AIG Coordinators, Differentiation Specialists, AIG Administrative Assistant, principals, Counselors, AIG Advisory Team, etc... Data analysis is captured through Google docs and minutes from meetings throughout the year. The information is housed in a Google team drive for access to assist with Plan revision.

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

District Response: Iredell-Statesville Schools’ Gifted Learning Department makes every effort to share data with the public. The Department presents data summaries to the AIG Advisory Team, during parent presentations at “It's Happening Here”, through quarterly newsletters distributed by the Department, during administrative meetings with district leadership, during district data review days, at School Board meetings and principal meetings. Data is shared through handouts, Powerpoint presentations and discussion. The local AIG plan is available on the AIG website for viewing and reflects data analysis.

Practice J
Safeguards the rights of all AIG students and their parents 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 2019-2022 AIG plan year, parents will also be provided an AIG Parent Guide 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 to the Director of AIG.
4. If resolution has not been obtained, the parent, principal, or Director of AIG may make a written request for a review of the written disagreement by the Assistant Superintendent of Curriculum and Instruction.
5. If resolution has not been obtained, the written disagreement may be reviewed by the Superintendent and/or local Board of Education.
6. If resolution still has not been achieved, the parent has the right to petition an Administrative Law judge for a contested case hearing. The review (in writing) shall be limited to whether the LEA failed to identify the child as an academically or intellectually gifted student, or whether the local AIG Plan has been implemented appropriately with regard to educational services provided to the child. This decision is final. Attorney’s fees are not available to parents in the event that they prevail in a due process hearing.

**Ideas for Strengthen the Standard:** The Gifted Learning Department will work more closely with AIG School Coordinators to bring school level AIG performance data to the meetings. The coordinators will work with school level GPS Teams to determine next steps in response to the performance data. Schools will be asked to look more closely at the growth of their AIG-identified students and determine next steps. GPS minutes will be more closely monitored for those identified next steps.

Ensuring that data is reported frequently on the AIG website is needed to increase opportunities for all stakeholders to have access to the information. A tab for data will be added and the Gifted Learning Department Director and Differentiation Specialist’s will monitor the updating of the page.

**Sources of Evidence:**
- AIG Local Plan Approved by I-SS School Board
- AIG Folder Audit Results
- AIG Director Calendar Documenting Random Folder Checks for secondary
- Principal Meeting Agendas
- Principal Updates
- AIG Funding Usage Documentation
- AIG Flyers with Data
- Spreadsheet of Personnel Credentials Related to AIG
- AIG Advisory Team Agendas/Minutes
- School Folder Audit Data
- Fall Headcount
- Spring Headcount
- CogAT Results
- Alternative Pathway Results
- DEP Completion Fidelity Data
- Professional Development Attendance
- Professional Development Graduation
- AIG Student Achievement and Growth Data
- AIG Drop-out/Graduation
- Percentage of Gifted Students Taking AP, IB, Honors...
- Percentage of participation in Enrichment Activities
- Nurturing Program Observations
- Resource Room Check-Out Data
- Survey Data from Key Stakeholders
Glossary (optional):

Appendix (optional):
19-22 AIG Student Additions to PowerSchool Roster Header Sheet.docx (Appendix - Standard 1)
AIG 02 Student Identification Record (K-12) 2019-2022-2.docx (Appendix - Standard 1)
AIG Portfolio 2 2019-2022.docx (Appendix - Standard 1)
AIG Portfolio 3 Teacher Reflection Form.docx (Appendix - Standard 1)
AIG Folder Labels 19-22.docx (Appendix - Standard 1:2)
19-22 Waiver of Services.docx (Appendix - Standard 1:6)
AIG Program Service Options 2019-2022.docx (Appendix - Standard 2)
AIG 04 DEP (Grades 6-12) Verification Form 2019-2022.docx (Appendix - Standard 2:3)
Quarterly AIG Coordinator's Roles and Responsibilities.docx (Appendix - Standard 4)
Roles and Responsibilities 2019-2022.docx (Appendix - Standard 4)
AIG 05 Procedure to Resolve Disagreements 2019-2022.docx (Appendix - Standard 6)
Glossary 2019-2022.doc (Other Forms)