

Iredell-Statesville Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2013-2016

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

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

As LEAs continue to transform their AIG Programs to align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2013-2016. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2010-2013, Iredell-Statesville Schools local AIG plan is as follows:

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

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

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

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

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

Iredell-Statesville Schools gratefully acknowledges the many stakeholders, including Differentiation Specialists, AIG Advisory Team members, AIG School Coordinators, Gifted Processes and Support Team members, principals, teachers, parents, students, district personnel, and Board of Education members, who contributed to the development of the Sixth Generation Local Plan for Gifted Education.

Sources of funding for local AIG program (as of 2013)

State Funding	Local Funding	Grant Funding	Other Funding
\$1056929.00	\$0.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Although this was a Focused Practice in the 2010-2013 AIG Local Plan, it will remain a Focused Practice for 2013-2016. While the articulation and dissemination of screening, referral, and identification processes have greatly improved, the importance of this practice dictates that it remain a focused practice, especially with the need to communicate plan revisions for 2013-2016. Stakeholder feedback gathered through surveys and conversations with students, parents, administrators, Gifted Processes and Support (GPS) team members, AIG School Coordinators, AIG Advisory Team members, and other school and district personnel indicates that this practice should remain an area of continuous improvement.

Goals: Program assessment indicates a need for the following:

- To ensure that clear, comprehensive, and equitable screening, referral, portfolio and identification processes are shared with all stakeholders
- To communicate the identification criteria to be implemented in the 2013-2016 AIG Local Plan
- To provide information regarding processes in English and Spanish and other languages if needed
- To provide information regarding testing processes and results in clear language for all stakeholders
- To ensure dissemination of information by continuing to require each school to provide an informational meeting to share screening, referral, portfolio and identification processes for parents/families, students and the community at large
- To ensure dissemination of information by continuing to require each school to provide an informational meeting to share screening, referral, portfolio and identification processes for faculty/staff

Description: It is imperative that identification processes are clearly defined and communicated to all stakeholders in I-SS. The 2013-2016 AIG Local Plan will be posted on the district website with access from all school AIG websites and on the NC Department of Instruction (NCDPI) AIG website. Each Iredell-Statesville Schools (I-SS) Board of Education member, AIG school coordinator, school administrator, Instructional Facilitator, Blended Learning Coach, school media specialist and Differentiation Specialist will have access to a hard copy of the AIG Local Plan. The GPS team at each school site will continue to be the primary source of information for school/family/community stakeholders regarding identification processes. Each school will host required meetings to present the 2013-2016 AIG Local Plan information to parents/students/community at large and to all staff members. The AIG Program Director and Differentiation Specialists will present the 2013-2016 AIG

Local Plan to principals, assistant principals, AIG school coordinators, Instructional Facilitators, Blended Learning Coaches, AIG Advisory team members, and district personnel. Documents that explain screening and identification processes will be developed in clear language and posted on the district website in English and Spanish. Annual stakeholder surveys will continue to be used to monitor stakeholder feedback in order to identify needs relative to the clarification and communication of screening and identification processes.

Planned Sources of Evidence: -Plan posted on district and state websites

- District and school maintained AIG websites
- Agendas and sign in sheets from required annual AIG informational parent meetings at school sites
- Agendas and sign in sheets from required annual school site presentation on the specifics of the current AIG Local Plan including information on identification, DEPs, service options, etc.
- AIG specific notebooks provided to the AIG School Coordinator and Principal containing the 2013-2016 AIG Local Plan and corresponding documents to ensure access to all school stakeholders
- AIG shared folder housing 2013-2016 AIG Local Plan and corresponding documents provided to each AIG School Coordinator to ensure access of information to all school stakeholders
- Completed documents in AIG confidential student folders (audited by district twice yearly)
- Monitored screening lists per school site
- Agendas and sign in sheets from AIG School Coordinator PLC meetings, AIG Advisory Team meetings, and GPS Team meetings
- Informational PowerPoint presentation posted on AIG website
- Screening, Identification, and Placement flowchart posted on AIG website and in shared folder

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Iredell-Statesville Schools establishes and employs multiple criteria for AIG identification including traditional standardized measures of aptitude, achievement, and performance as well as alternative measures such as rubric-scored student portfolios and nonverbal aptitude tests in order to develop a comprehensive profile for each student being considered for AIG identification. The use of multiple criteria in the identification process better serves all students including those who are twice exceptional, culturally diverse, English language learners, and/or economically disadvantaged.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The North Carolina definition of giftedness, as described on page 1 of this document,

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. Teachers collect work samples and assessment data to document the need for screening and possible identification in grades K-2. The school's GPS team evaluates the submitted samples and data to determine next steps. If the GPS team recommends additional testing, parental permission is obtained, and an aptitude test, such as the Cognitive Abilities Test (CogAT), is administered to the student by a Differentiation Specialist or the AIG Program Director. If the student's age-norm percentile score on the Verbal and/or Quantitative subtest is 95 or higher, a school psychologist will administer an achievement test, such as the Woodcock-Johnson Test of Achievement (WJ). In grades K-2, two criteria are required for AIG identification. If the student does not obtain the needed criteria for AIG identification, he/she is placed on a screening list for possible future identification. Aptitude and achievement age-norm percentile scores of 99 in either reading or math may indicate the need for subject advancement in the qualifying content area. Aptitude and achievement age-norm percentile scores of 99 in both reading and math may indicate the need for grade advancement

In grades 3-12, three of four criteria are required for AIG identification. The CogAT is administered to students in third grade throughout the district. In fourth grade and beyond, the CogAT may be given to students who have two criteria for AIG identification but lack a qualifying aptitude test score. Students who obtain an age-norm percentile score of 90 or higher on the Verbal and /or Quantitative subtest are placed on a screening list for possible identification in reading and/or math, respectively. An NC End of Grade(EOG)/End of Course(EOC) test score of 93 percentile or higher in reading and/or math meets the achievement criterion for identification. A yearly grade average of 93 or higher in ELA and/or math is the third criteria for AIG identification. A student who has obtained the qualifying CogAT Verbal score of 90 percentile or higher, the EOG/EOC reading score of 93 percentile or higher, and an ELA grade for the year of 93 or higher may be identified as AIG in reading. A student who has obtained the qualifying CogAT Quantitative score of 90 percentile or higher, the EOG/EOC math score of 93 percentile or higher, and a math grade for the year of 93 or higher may be identified as AIG in math. Students who obtain the criteria in both reading and math may be identified AIG in both areas. Any student who has two of the three aforementioned criteria remains on the screening list and may submit a portfolio in grades 5, 7, or 10 (or in a different grade level, if requested) for evaluation and possible identification. At the end of each school year screening lists are transferred to receiving schools to allow for continued monitoring of data for possible student identification.

Nonverbal CogAT subtest scores of students from underrepresented populations including the culturally/ethnically diverse, economically disadvantaged, English language learner, highly gifted, and/or twice-exceptional are reviewed to determine the need for an alternative aptitude assessment, such as the Naglieri Nonverbal Aptitude Test (NNAT), in an intentional effort to include those students in the screening process.

Screening processes are implemented throughout the year to include transfer students new to the district. Iredell-Statesville Schools accepts the prior AIG identification of transfer students. The GPS team at the receiving I-SS school determines the appropriate level of service based on the criteria used for identification.

Planned Sources of Evidence: a. Screening lists of student data that include:

-Standardized aptitude subtest Verbal and/or Quantitative score(s)from the CogAT or other nationally

normed aptitude assessment

-Standardized achievement assessment reading and/or math score(s) from the NC EOG/EOC or a nationally normed achievement assessment

-Yearly grade average (final course grade) in subject areas under consideration

-Naglieri test results

b. Work samples and additional assessment data (K-12)

c. Math and/or Reading Portfolio results (Grades 5, 7, 10 or other)

d. Data from twice yearly auditing of AIG student folders

e. Agendas and minutes from GPS meetings

f. Data and documentation from Portfolio Scoring Committee

g. Test request and test completion documents

h. AIG Student Additions to PowerSchool Form (AIG 7)

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: Iredell-Statesville Schools subscribes to the assertion in Article 9B, definition of AIG students, that giftedness is present in students from all cultural groups and across all economic strata. Data from 2011-2013 suggest that opportunities for improvement exist in identifying gifted students from underrepresented populations in I-SS. Approximately 10.85% of the I-SS student population is identified AIG, but the numbers of AIG identified African-American, Hispanic, multiracial, EC, LEP, and economically disadvantage students are disproportionately low. While some inclusive practices and processes are in place, data clearly indicate the need for vigilance in exploring ways to better identify gifted students from underrepresented populations.

Goals: -To initiate screening, referral, and identification procedures which respond to traditionally underrepresented populations of the gifted and are responsive to LEA demographics (populations include students who are: culturally/ethnically diverse, economically disadvantaged, English Language Learners, highly gifted, intellectually gifted, and/or twice-exceptional)
-To provide information to stakeholders on myths of giftedness and stereotypical views of gifted learners through ongoing professional development and parent forums
-To intentionally investigate tools, processes, and practices that other LEAs have used successfully in screening and identifying gifted learners in underrepresented populations

Description: The 2013-2016 AIG Local Plan will continue to support district-wide screening of all third grade students in I-SS. Established screening and identification processes including evaluation of math and/or reading portfolios in 5th, 7th, and 10th grades and at other grade levels when requested, and the use of the Naglieri Nonverbal Ability Test (NNAT or NNAT2) for English language Learners (ELL) when indicated, will continue in an effort to screen, refer, and identify traditionally underrepresented populations of the gifted who are representative of the LEA demographics. The AIG Program 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. Effort will be made to continue the collaboration begun through the i3 grant among Differentiation Specialists, Intervention Specialists, ESL Program Specialists, and EC Program Specialists to support learning and growth for all students. Additional research will be done regarding other screening and identification instruments and practices for successfully identifying gifted students in underrepresented populations. Professional Development for Differentiation Specialists and stakeholders regarding the areas of underrepresented populations will be sought. Psychologists and specialists from other departments will be asked to notify the AIG Department when any tested student indicates potential giftedness.

Students may currently qualify through a combination of three criteria including aptitude, achievement, performance, and portfolio, thus providing various avenues for identification.

Tools for screening and identification include:

- a. Standardized aptitude assessment
- b. Standardized achievement assessment in reading and/or math
- c. Yearly grade average in subject areas under consideration (final course grade)
- d. Math and/or Reading Portfolio
- e. Naglieri Nonverbal Aptitude Test (ELL students and as requested)

Planned Sources of Evidence: -Data regarding the screening, referral, and identification of our AIG population that includes ethnicity, economically disadvantaged, ELL, highly gifted, intellectually gifted, and twice-exceptional status

-Certificate of completion from professional development for Differentiation Specialists and stakeholders regarding the areas of underrepresented populations

-Sign in sheet of attendance at informational parent meeting

-Documentation of communication between AIG Department and psychologists or other department specialists

-Documentation of efforts taken to include students from underrepresented populations in the screening process

Other Comments:

Practice D

Ensures consistency in implementation of screening, referral, and identification processes within the LEA.

This practice is a Maintained Practice for 2013-2016.

Rationale: Focused efforts in recent years have greatly improved the fidelity of implementation in the screening, referral and identification of gifted learners throughout the district. With the reality of movement among AIG School Coordinators, AIG cluster classroom teachers, administrative personnel, Instructional Facilitators and GPS Team members and with the recent addition of Blended Learning Coaches in middle and high schools, it will remain vital to the success of the 2013-2016 AIG Local Plan that these processes continue to be consistently communicated and implemented throughout I-SS.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: To ensure fidelity throughout the district regarding the implementation of screening, referral, portfolio and identification processes as outlined in the AIG Local Plan 2013-2016, a standardized PowerPoint has been developed and will be used in all presentations throughout I-SS to ensure the consistent delivery of the revised AIG Local Plan summary. District presentations, brochures, professional development and training materials will continue to focus efforts toward consistency of implementation.

Standardized program procedures, processes, and documents in the plan include:

- AIG 1a K-2 AIG Recommendation for Individual Screening
- AIG 1b 3-5 AIG Recommendation for Individual Screening
- AIG 2 Individual Student Identification
- AIG 3a AIG Permission to Test (Grades K-2)
- AIG 3b AIG Permission to Test (Grades 3-12)
- AIG 3c Test Results Identification
- AIG 3d Test Results Non-identification
- AIG 4 Request for Conference
- AIG 5 Procedure to Disagree
- AIG 6 Student Additions to PowerSchool Roster (Grades K-2)
- AIG 7 Student Additions to PowerSchool Roster (Grades 3-12)
- AIG 8 AIG GPS Agenda
- AIG 9 DEP Grades K-8
- AIG 11 Electronic DEP Grades 9-12
- AIG 12 Folder Auditing Rubric
- AIG 13 IDEP
- AIG 13a IDEP Strategy Documentation
- AIG 14 Request for Testing
- AIG 15 Cumulative Folder Notice of Placement
- AIG 16 Folder Transfer Checklist
- AIG 17 Waiver of Services
- Portfolio Guide, Rubric, and related forms

(Documents are included as appendices)

Planned Sources of Evidence: -Posted AIG Local Plan PowerPoint on district and school websites
-Sign in sheets from required annual parent and staff informational meetings where AIG Local Plan PowerPoint is used
-Results of twice yearly AIG confidential folder audits at district level
-Use of auditing documents to validate fidelity of processes and procedures
-Dates and signatures from student/teacher/parent DEP meetings
-AIG program brochures
-AIG Screening, Identification, and Placement flowchart
-Agenda from AIG session at district induction for new teachers
-Agendas from presentations to principals, assistant principals, Instructional Facilitators, and Blended Learning Coaches

Other Comments:

Practice E

Establishes written policies that safeguard the rights of AIG students and their parents/families, including informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

This practice is a Maintained Practice for 2013-2016.

Rationale: Standardized processes and forms are in place to safeguard the rights of AIG students and their families and to ensure consistency throughout the district. Continued use of these processes, forms, and procedures will inform and serve all stakeholders.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The following informed consent processes, program procedures, and documents are included in the plan:

- AIG 1a K-2 AIG Recommendation for Individual Screening
- AIG 1b 3-5 AIG Recommendation for Individual Screening
- AIG 2 Individual Student Identification record
- AIG 3a AIG Permission to Test Form (Grades K-2)
- AIG 3b AIG Permission to Test Form (Grades 3-12)
- AIG 3c Test Results Identification (Parent notification)
- AIG 3d Test Results Non-identification (Parent notification)
- AIG 4 Request for Conference (Parent, Teacher, Student Conference)

AIG 5 Procedure to Disagree (Parent form to provide consent for identification and services)
AIG 6 Student Additions to PowerSchool Roster (Grades K-2)
AIG 7 Student Additions to PowerSchool Roster (Grades 3-12)
AIG 8 AIG GPS Agenda
AIG 9 DEP Grades K-8
AIG 11 Electronic DEP Grades 9-12
AIG 12 Folder Auditing Rubric
AIG 13 IDEP
AIG 13a IDEP Strategy Documentation
AIG 14 Request for Testing
AIG 15 Cumulative Folder Notice of Placement
AIG 16 Folder Transfer Checklist
AIG 17 Waiver of Services (Parent request to decline services)

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

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

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 request in writing a review of the written disagreement by the Director of AIG.
4. If resolution has not been obtained, the parent, principal, or Director of AIG may request in writing 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.

Planned Sources of Evidence: -Signed written consent for placement (AIG 2) and procedure to disagree (AIG 5)in AIG student confidential folder
-Documentation of transfer data from another district (AIG 2)
-Data from twice yearly folder audits at the district level
-Forms included as appendices in the AIG Local Plan
-Agendas and sign in sheets from professional development sessions
-Stakeholder survey data
-AIG School Coordinator handbook, upon request
-AIG School Coordinator shared folder
-Invitation to conference
-Differentiated Education Plan
-AIG screening lists
-Agendas and minutes from GPS Team meetings

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: Clear documentation of the identification process and service options for individual AIG students is evident through the auditing process of AIG student folders. Results of the AIG folder auditing process, stakeholder feedback, and survey data indicate the need for further revision of the Differentiated Education Plan to include a broader explanation of all of the services provided to gifted students throughout the district. Consistency of communication with parent(s)/guardian(s)/student(s) regarding the annual review will be a focus for the 2013-2016 AIG Local Plan.

Goals: -To revise the DEP to better meet the needs of students, teachers, and parents
-To ensure consistency of the annual review held with parents/families

Description: A confidential file is developed and maintained for every AIG identified student in Iredell-Statesville Schools. The AIG Individual Student Identification Record (Confidential Form AIG2) includes aptitude and achievement test scores, final subject grades, portfolio scores, and/or transfer data from a previous school district, if applicable. The AIG2 is signed and dated by the AIG School Coordinator, GPS Team representative(s), parent/guardian, principal or designee, and Differentiation Specialist (K-5).

Communication with parents regarding identification and services will follow the chain of inquiry:

1. Regular education teacher
2. Differentiation Specialist (elementary only)
3. AIG School Coordinator
4. Principal
5. Director of AIG

The Differentiated Education Plan (DEP) is utilized to describe the services the student will be provided, the defined learning environment, and content modifications. The DEP also provides an agreement between teacher, student, and parent regarding academic choice and curriculum extensions. The DEP is reviewed at least annually to adjust services and/or curriculum extensions as needed. The parent and student are invited at least annually to review the DEP. At the initial identification meeting as well as at the meeting to review the DEP, curriculum, and extra-curricular activities for the year are explained. An Individual Differentiated Plan (IDEP) may be utilized if the DEP does not reflect the needs of the student. A DEP or IDEP is developed and maintained for every student who is identified as needing differentiated instructional services.

The revision of the DEP is addressed in Standard 2, Practice i.

Planned Sources of Evidence: -Auditing Results of AIG student folders twice annually at the district level

- Agenda and sign in sheets from the required annual parent informational meetings
- Signed DEP (AIG 9) or IDEP (AIG 13)
- Signed Student Placement Record (AIG 2) and Procedure to Disagree (AIG 5)
- Addition to NCWise/PowerSchool (AIG 7)
- Stakeholder survey data
- Chain of Inquiry

Other Comments:

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Although many best practices are in place, the need to adapt the NCSCOS to address a range of advanced ability levels in ELA, math, and other content areas is ongoing. The goal in Iredell-Statesville Schools is to ensure strong, differentiated core instruction in every classroom. The district will continue to focus efforts to differentiate curriculum and pacing, provide rigorous content instruction and learning extensions, and address student interests, strengths, and gap areas within all classroom and school settings.

Goals: -To continue to provide training for Differentiation Specialists as a support system for teachers of AIG students

- To support classroom teachers in consistently using differentiation strategies
- To continue to identify, select, and promote appropriate materials for the ADR Resource Room
- To continue to collaborate with Instructional Facilitators and begin to work with Blended Learning Coaches on appropriate differentiation strategies for AIG students
- To provide 21st century learning opportunities, ongoing enrichment opportunities, and acceleration when appropriate to ensure rigorous academic challenges for gifted learners

Description: The Differentiation Specialists will continue to support classroom teachers in using differentiation strategies and resources available at elementary schools and through the ADR Resource Room to adapt the NCSCOS for gifted elementary students. Blended Learning Coaches will support classroom teachers in middle and high schools in using 1:1 technology to create personalized learning environments through accelerated pacing and differentiated instruction. Instructional Facilitators at each school K-12 will continue to provide aligned professional development and coaching to individual teachers and Professional Learning Communities to promote strong differentiated core instruction.

AIG funds are used to maintain the ADR Resource Room where current, research-based resources and technology are available for 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. The model lessons in math and science for advanced middle and high school learners introduced last year through NCDPI AIG and NCSSM and the exemplary lessons soon to be available on the NCDPI AIG wiki through the AIG Instructional Resources Project (IRP) will provide teachers with additional opportunities to infuse depth, complexity, and rigor into the NCSCOS.

Principals are required to appropriately cluster students as well as to provide acceleration opportunities within the school schedule. Content specific advanced coursework is available to Students in grades 6-12 have school and coursework choice options (International Baccalaureate, Advanced courses, Advanced Placement classes, Honors classes, Advanced Placement Academy, NC Virtual Public Schools, Career Academy and Technical School, Visual and Performing Arts Center, Collaborative College of Technology and Leadership). In the near future, two additional choice options will be available to secondary students. The iACADEMY will provide flexibility and support tailored to an individual student's needs and allow a high school student to complete a diploma from anywhere in the world. By 2014-2015, the district hopes to offer the IB Career-Related Certificate as an additional way to adapt the curriculum to student ability and interest. Beginning with the 2014-2015 school year, middle and high school students in NC will also have the opportunity to earn course credit without seat time requirements based on the criteria of the SBE Credit by Demonstrated Mastery policy.

All schools schedule a block of time within the instructional day that can be used for enrichment or intervention. School and/or district enrichment opportunities include competitions (Science Fair, Chess, Robotics, Odyssey of the Mind, Spelling Bee, Math Fair, NC Scholastic Cup Competitions, etc.), summer enrichment/technology camps, and the NC Governor's School and NCSSM Summer Ventures programs.

Planned Sources of Evidence:

- AIG supplementary resources available to all teachers of gifted learners through ADR Resource Room
- ADR Resource Room purchase orders and checkout data
- Documented differentiation on Differentiated Education Plan (DEP)/Individualized Differentiation Plan (IDEP)
- Documentation of training for Differentiation Specialists
- Student interest inventories
- Student work products and assignments
- NC AIG wiki IRP and NCSSM lessons
- AIG student enrollment in choice option schools and advanced classes
- AIG student enrollment in enrichment opportunities/camps

Other Comments:

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.

This practice is a Focused Practice for 2013-2016.

Rationale: Stakeholder feedback indicates a gap in consistent teacher training on utilization of diverse and effective instructional practices to address a range of learning needs. Additionally, many teachers have the training, but implementation is inconsistent. Survey data reflected an interest by teachers to receive additional training on effective instructional practice, differentiation strategies and organizational strategies to best meet the needs of gifted learners.

Goals: -To support classrooms teachers in consistently using differentiation strategies
-To continue to work with Instructional Facilitators and begin to work with Blended Learning Coaches on differentiation strategies for all AIG learners
-To provide training for Differentiation Specialists as a support system for teachers of AIG students.

Description: Differentiation Specialists provide instructional support, training and resources for direct and indirect services to elementary AIG students. Classroom teachers provide differentiated instruction for AIG students within the regular classroom setting through data-based flexible grouping and by utilizing strategies and resources that encourage depth and complexity, inductive and deductive reasoning, accelerated pacing, Socratic seminar and shared inquiry, problem/project based learning, and higher-order thinking skills.

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.

Planned Sources of Evidence: -Documentation of collaborative support
-Sign in sheets and agenda for professional development
-District Classroom Walk Through tool
-Resource Room checkout data
-Stakeholder Survey data

-System-wide assessment data

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: Iredell-Statesville Schools strives to align efforts and resources within the district to maximize the selection and use of supplemental materials and professional development to meet the needs of all learners. The needs of advanced learners are addressed using a variety of research-based supplemental resources across all grade levels and settings that support the implementation of the NCSCOS, Responsiveness to Instruction, the i3 COMPACT grant project, and the IMPACT grant project.

Goals: -To continue to collaborate within the I-SS Curriculum and Instruction Team to identify and select appropriate research-based resources
-To determine resources used by other districts to augment curriculum and instruction for gifted learners
-To expand the use of existing resources by teachers of gifted students throughout the district
-To coordinate efforts with the IMPACT Leadership Team to identify, select, and implement resources to promote personalized learning

Description: Iredell-Statesville Schools constantly attempts to provide research-based supplemental resources and professional development opportunities to improve curriculum and instruction. During the 2012-2013 school year, training and student and teacher materials for College Board's SpringBoard, a rigorous curriculum to promote higher order thinking skills, were provided at two I-SS middle schools and one high school. Funds from AIG, i3, and Race to the Top were combined to offer teacher training and to purchase student and teacher resources to implement Junior Great Books Shared Inquiry in elementary and middle school classrooms. The district plans to provide training and resources for Singapore Math and Words Their Way in 2013-2014. IMPACT grant funds will provide 1:1 technological devices and instructional resources to personalize instruction and learning in middle and high schools.

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

resources include:

- Junior Great Books Series
- William and Mary resources (Jacob's Ladder, Language Arts Units and student books)
- Mac Lab
- Global Positioning Devices
- 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
- CBR2-sonic motion detectors
- Classroom sets of novels, informational texts, and poetry collections
- Interact Simulations
- Advanced Placement exam preparation materials
- Primary Education Thinking Skills (PETS)
- Michael Clay Thompson vocabulary and grammar materials
- Professional books for educators and parents related to gifted learners, instruction, and social-emotional needs

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

Planned Sources of Evidence: -Monthly checkout data for the AIG Resource Room

- DEPs/IDEPs
- Classroom Walkthrough Data
- Teacher PAC homework assignments, units, and reflections
- IMPACT personalized learning plans
- AIG wiki

Other Comments:

Practice D

Fosters the development of 21st century content and skills by infusing the following at an advanced level: high-level content for global awareness, civic and economic literacies, and health awareness; critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems, and operations in challenging research contexts; creativity and innovation; real-world learning in local, regional, and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.

This practice is a Focused Practice for 2013-2016.

Rationale: This was a Future Practice for Iredell-Statesville Schools for the 2010-2013 AIG Plan that is now a Focused Practice for 2013-2016. Many initiatives within the district promote 21st century

content and skills at advanced levels. Based on system survey data, the AIG Department will continue to promote enrichment programs, competitions, and school choice options. Additionally, strategies to foster 21st century skills will be incorporated into teacher professional development to address cited needs for richer skill sets in our students regarding problem solving, research, creativity, innovation, leadership and life skills.

- Goals:** -To incorporate 21st century strategies and resources into Professional Achievement Course content
- To support secondary teachers in implementing professional development for personalized learning via the IMPACT project
 - To continue and promote the use of shared laptop carts in elementary schools
 - To explore online aptitude testing at the district level
 - To secure additional resources for problem-/project-based learning for the ADR Resource Room
 - To research other districts who are currently addressing this standard in order to continue to improve practices in this area
 - To follow the effectiveness of blended learning as it is implemented through the IMPACT project
 - To work with the I-SS CTE Director to explore internship opportunities for AIG students

Description: The Differentiation Specialists have presented strategies and resources for incorporating global awareness into classroom instruction at the I-SS Global Issues and the 21st Century Learner World View Conference, the I-SS/MCC Collaborative Conference, and the NCAGT Conference. These strategies and resources will continue to be shared with teachers through professional development opportunities in order to build teacher capacity to include global awareness in classroom instruction. The IB Middle Years Programme and Diploma Programme curricula incorporate a global perspective as does the Dual Immersion Magnet School program.

Classroom teachers will be encouraged to utilize problem-based learning and real-world applications to foster 21st century critical thinking skills. Resources to promote critical thinking skills are available to all teachers through the ADR Resource Room. SpringBoard has been introduced to promote higher order thinking skills in two middle schools and one high school.

The AIG Department will continue to publicize enrichment programs, summer camp options, and academic competitions across the district through the AIG website, Connect Ed messages, etc.

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

The new iACADEMY will allow a student to complete a high school diploma online while the IMPACT project will provide personalized learning for middle and high school students through 1:1 technology. The use of technology to support learning will continue to increase at the elementary level. Elementary schools have access to shared laptop carts. Initial attempts to connect gifted students at different elementary schools across the district through Skype for collaboration and discussion proved successful and will be expanded.

Planned Sources of Evidence: -School survey data

- School enrollment data
- 21st century content in PAC classes
- Leader in Me Program data
- Enrichment opportunities and summer camp enrollment data
- IMPACT grant data

Other Comments:

Practice E

Uses on-going assessment to differentiate classroom curriculum and instruction.

This practice is a Maintained Practice for 2013-2016.

Rationale: Iredell-Statesville Schools is a data driven district. Utilization of the continuous improvement model enables all teachers to have access to current data (Baseline, Benchmarks, Common Assessments, EOG/EOC, SIOP, EVAAS, mCLASS:Reading 3D, AIMSWeb). This access to formative and summative data allows teachers to make data driven decisions regarding appropriate leveled instruction.

Iredell-Statesville Schools has long encouraged the use of multiple assessments and data analysis to drive instruction. The Plan-Do-Study-Act component of the I-SS continuous improvement model requires ongoing assessment data to determine celebrations, opportunities for improvement, and next steps. Teachers throughout the district have been trained to develop and use a variety of assessments including baseline, benchmark, pre and post, screening, diagnostic, formative and summative assessments. During Curriculum Review Week each year, selected teachers including Differentiation Specialists, work together to improve district assessments based on teacher feedback and assessment data. The transition to Home Base will provide additional assessment and data options.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Assessment and differentiation are embedded in the I-SS instructional 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?

Differentiation Specialists, teachers, and PLC's have access to many assessments and the resulting data, including Baseline, Benchmark, mCLASS:Reading 3D, AIMSWeb, Common Assessments, SIOP, EVAAS, EOG/EOC, MSLs, teacher assessments/observations, pre-assessments, and post-assessments. Assessment results are continuously monitored to determine the need for and effect of differentiated instruction.

Planned Sources of Evidence: -Examples of pre-assessment, formative assessments, post-assessments and data

- Documented student readiness or diagnostic assessment results and trend data
- Utilization of flexible grouping
- Published AIG growth trend data
- Published quarterly AIG data by school and grade

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: Although stakeholder feedback indicates that most students and families feel that school counselors are available to support students' social/emotional needs, gaps do exist. Curricular and instructional practices which support the social and emotional needs of AIG students will continue to be a focus within the district.

Goals: -To continue to research curriculum and practices to address the social and emotional needs of gifted learners

- To work with guidance counselors and teachers to address this area

Description: In elementary schools throughout the district, 6-10 AIG students are clustered together in a classroom with a teacher who meets district requirements for working with gifted learners. Middle school gifted students are clustered in ELA and math classes. Flexible grouping is used within service options I, II, III, and IV. Resources relative to the social/emotional needs of gifted learners are currently in the ADR Resource Room and available for use by teachers and counselors.

Within the 2010-2013 I-SS AIG Plan cycle, the AIG Director and Differentiation Specialists attended SENG (Supporting Emotional Needs of the Gifted) Model Parent Group training to become more

aware of social/emotional concerns and available support. The AIG department also hosted a guest speaker, Dr. Rick Courtright, for a parent session on Social and Emotional Aspects of High Ability Children and Youth. Continued efforts will be made to raise the awareness of teachers, counselors, and parents of the social/emotional needs of gifted students.

Planned Sources of Evidence: DEP documentation

- Classroom rosters to indicate clustering
- Agendas and sign in sheets for professional development
- Resources highlighted through newsletter and webpage
- Annual survey data from stakeholders
- Guest speaker(s) to address social/emotional needs of gifted learners
- Resource room materials list and check out data

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: An accepted best practice in gifted education is to recognize the potential of learners at an early age and to foster that potential. This was a Future Practice for Iredell-Statesville Schools for the 2010-2013 AIG Plan that is now a Focused Practice for 2013-2016. Based on system data Iredell-Statesville Schools needs to further investigate best practices and procedures supporting K-3 advanced learners.

- Goals:**
- To research and determine best practices and specific criteria for implementation of a successful program/materials/resources to nurture K-3 students with high academic potential
 - To explore the logistics of implementing a K-3 nurturing program in an elementary school(s) based on district needs
 - To support the district's investigation of the possibility of adding an IB Primary Years Programme
 - To offer specific professional development for K-3 teachers about meeting the needs of students with high academic potential
 - To continue to support schools' use of assessment data to appropriately group students for extending learning opportunities throughout the day
 - To continue working with principals to identify students for early entrance to kindergarten
 - To increase appropriate K-3 materials In the ADR Resource Room

Description: The AIG Director and Differentiation Specialists will attend professional development sessions related to K-3 gifted programs, research K-3 nurturing programs, and conduct site visits to learn about other districts' K-3 programming. Materials will be added to the resource room to help support these learners, as funding allows. The AIG Department will continue to implement K-3 specific strategies into PAC classes and encourage increased attendance of teachers of K-3 students. As funding is available, I-SS will continue to provide monetary assistance for K-3 teachers seeking AIG licensure.

Planned Sources of Evidence: -List of additional K-3 resources for ADR Resource Room
-Attendance at K-3 related conference session(s)
-Documentation of K-3 teacher attendance in PAC classes
-List of teachers with AIG certification at K-3 level
-Stakeholder survey data
-Log of visits to other districts to observe programming

Other Comments:

Practice H

Ensures collaboration among AIG personnel and other professional staff, including exceptional children's personnel and others related to AIG students, to develop and implement differentiated curriculum and instruction.

This practice is a Maintained Practice for 2013-2016.

Rationale: Teachers of AIG students currently collaborate regularly with colleagues in grade level, content related, professional learning communities (PLCs). AIG School Coordinators meet quarterly and school based Gifted Processes and Support (GPS) Teams meet monthly. Teachers of AIG students are available to meet with psychologists and other professional staff as needed. Differentiation Specialists will meet to collaborate on planning, services, and fidelity of practices. Three times a year, teachers across the district meet for professional development (ERPD).

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Gifted educators are included in several PLC groups to reflect on data and collaborate relative to student progress and needs. School personnel are trained relative to screening processes and students who are currently on the screening roster. Selected AIG certified teachers participate in the district's Curriculum Review Week.

Planned Sources of Evidence: -PLC meeting agendas and sign in sheets (district, school site)
-ERPD planning meeting agendas and sign in sheets
-ERPD content delivery materials and agenda
-Agendas and sign in sheets for AIG GPS meetings to review screening rosters and determine services
-Annual program evaluation stakeholder surveys
-AIG confidential student folders

Other Comments:

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 students, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, a continuum of services, and support school transitions.

This practice is a Focused Practice for 2013-2016.

Rationale: Results of the AIG confidential folders auditing process, stakeholder feedback, and survey data indicate the need for further revision of the Differentiated Education Plan to include a broader explanation of all of the services provided to gifted students throughout the district.

Goals: -To implement the revised K-8 DEP
-To gather stakeholder feedback on the revised K-8 DEP
-To align the high school DEP with personalized learning goals related to IMPACT project
-To pilot a DEP process at CCTL to incorporate the accelerated and technological aspects of the program (digital communication and student goal setting)
-To work with schools that have large numbers of AIG students to improve the annual review process

Description: The 2010-2013 AIG Local Plan included a Differentiated Education Plan (DEP) form for AIG students in grades K-8, an electronic IB DEP form for AIG identified students in the Middle Years Programme, and an electronic DEP form for AIG identified high school students. The main focus of the K-8 DEP form has been to allow students to complete individual, interest-driven projects when performance on pre-assessments supported the opportunity or need to compact curriculum. The IB DEP allowed AIG students to strengthen or build upon learner profile traits through individual goal setting and action projects. The electronic DEP for AIG identified high school students served as a tool for students to plan and document course selection, extra-curricular activities, leadership roles, and community service in collaboration with parents/guardians and counselors/teachers. Although all of these desired purposes and outcomes are worthwhile, stakeholder feedback has indicated the

need to further revise the DEP to create a more authentic, manageable document and process that is meaningful to students, parents, and teachers in guiding and documenting differentiation for gifted students.

The newly revised K-8 DEP specifies teacher-directed curriculum modifications that include technology, curriculum compacting, and depth and complexity and student-directed curriculum modifications that include independent research projects, affective learning, and academic clubs and competitions. A brief glossary of terms such as tiered assignments, Socratic seminar, and learner profile traits will help to ensure better understanding and communication among teachers, students, parents, and other stakeholders. The teacher, student, and parent meet to review the initial plan for the year. Subsequent reviews of goals, measurements, and evidence of completion can be accomplished through other methods of communication.

The AIG department will continue to work with middle and high school stakeholders to further refine the electronic DEP document and process to align with personalized learning goals implemented through the IMPACT project, site specific needs and capabilities such as those at CCTL, and the logistics involved with large numbers of identified students at some schools.

Planned Sources of Evidence: -Signed DEP (AIG 9) or IDEP (AIG 13)

-Auditing Results of AIG student folders twice annually at the district level

-Stakeholder survey data

-Agendas and sign in sheets from AIG GPS meetings to review screening rosters and determine services

-Annual stakeholder survey data

-AIG confidential student folders

Other Comments:

Standard 3: Personnel and Professional Development

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The district employs an AIG-licensed educator to guide, plan, develop, implement, revise, and monitor the local AIG program. The AIG Director provides leadership for the implementation of the Iredell-Statesville Schools Academically/Intellectually Gifted Program and the International Baccalaureate Programmes.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: There is currently an AIG-licensed Director of Gifted Education for the district. The Director of AIG ensures system-wide implementation of the local AIG plan as well as program accountability. The Director represents the district at local, regional, state and/or national meetings and LEA functions. Three AIG-licensed Differentiation Specialists support the AIG Director in the implementation of the local plan.

In addition to other responsibilities, the AIG Director:

- Collaborates with district leadership
- Oversees and evaluates Differentiation Specialists
- Directs system-wide assessment of students for AIG identification
- Oversees district Portfolio Scoring Committee
- Oversees AIG budget and materials selection
- Oversees IB budget relative to annual fees and training
- Serves as the AP/IB exam contact for NCDPI
- Participates in Region 7 Roundtable of AIG Coordinators
- Coordinates the district AIG program enrichment opportunities
- Organizes NC Governor's School application process and submissions
- Meets regularly with AIG Advisory Team, AIG School Coordinators, and Differentiation Specialists
- Participates in Curriculum/Instruction Team weekly meetings
- Participates on Early Kindergarten Admission Committee
- Organizes and facilitates professional development

- Conducts Classroom Walk Through (CWT) visits in schools
- Acquires data reports for AIG students K-12 (district assessments, EOG/EOC, drop out, etc.)
- Monitors current list of AIG licensed personnel
- Maintains timely correspondence with teachers, parents, and district personnel

Additional duties are noted in the Roles and Responsibilities appendix.

- Planned Sources of Evidence:** -AIG Director's job description (See appendices)
-AIG Director's certification/qualifications on file with Human Resources
-Differentiation Specialists' job description (See appendices)
-Differentiation Specialists' certification/qualifications on file with Human Resources

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: The district currently employs three AIG specialists known as Differentiation Specialists. Under advisement from NCDPI, AIG stakeholders, AIG Advisory Team, and AIG School Coordinators, the department is seeking to employ additional Differentiation Specialists to function as support for the academic, intellectual, social, and emotional needs of gifted learners in the thirty-five Iredell-Statesville Schools.

- Goals:** -To employ additional Differentiation Specialist(s) to serve the seventeen elementary schools in the district
-To employ Differentiation Specialist(s) to serve the nine middle schools in the district
-To employ Differentiation Specialist(s) to serve the eight high schools in the district.
-To extend professional development opportunities for the AIG Specialists to ensure quality research-based strategies are shared with teachers and implemented with students

Description: 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 school. The Differentiation Specialists work

directly with AIG teachers and students in elementary cluster classrooms and are employed to provide support for elementary 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. Additionally, the Specialists offer support to the middle school GPS teams and/or AIG School Coordinators, upon request. They also lead district-wide K-12 professional development through Professional Achievement Course (PAC) classes and may provide other need indicated professional development based on stakeholder survey data.

Planned Sources of Evidence: -AIG Elementary Differentiation Specialist proof of employment

- Differentiation Specialist job description, schedule, and travel log
- AIG Differentiation Specialist evaluation
- Stakeholder survey data (administration/classroom teachers/parents/students)
- Certificate of attendance at NCAGT state conference
- Certificate of attendance at local, state and national professional development for AIG teachers/Coordinators/Specialists, as funding allows
- AIG student data (district assessments, EOG/EOC, EVAAS)
- EVAAS data for cluster classroom teachers working with gifted learners

Other Comments:

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, exceptional children's personnel, counselors, and school administrators.

This practice is a Focused Practice for 2013-2016.

Rationale: The requirements for AIG certification are established at the state level. Based on local stakeholder feedback and NCDPI requirements, Iredell-Statesville Schools recognizes the need to continue to encourage teachers to complete AIG certification or attend local Professional Achievement Courses.

Goals: -To require teachers of AIG students to obtain AIG licensure and/or complete the ISS Professional Achievement Courses (PAC)

- To continue to reimburse teachers who obtain their add-on licensure for Gifted Education
- To equip teachers with instructional strategies, resources, and professional development to meet the needs of gifted learners through required certification or professional development
- To incorporate on-going professional development specific to gifted education for administrators, guidance counselors, and other school personnel
- To encourage principals to consider the inclusion of a gifted-specific goal on the teacher professional

development plan for teachers working with gifted students

Description:

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 certification. Locally, the district will continue to offer Professional Achievement Courses and other professional development opportunities specific to the needs of gifted learners and best teaching practices. Throughout the district, teachers of AIG students will be required to have AIG add-on licensure, be working to obtain AIG add-on licensure, have completed the local AIG Professional Achievement Courses, or be working to complete the AIG Professional Achievement Courses.

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

Planned Sources of Evidence: -Sign in sheets or certificates from professional development for school personnel
-Sign in sheets for AIG Professional Achievement Courses
-Reimbursement documents for teachers who have obtained AIG add-on licensure
-Human Resources Department licensure documentation

Other Comments:

Practice D

Places AIG students in general education classrooms with teachers who have met the LEA's professional development requirements for that position or have earned an AIG add-on license.

This practice is a Focused Practice for 2013-2016.

Rationale: As stated in the Standard 3, Practice C description, teachers will be required to have AIG add-on licensure, be working to obtain add-on licensure, have completed the local AIG Professional Achievement Courses, or be working to complete the AIG Professional Achievement Courses, if working with gifted learners. AIG students will be placed in clusters with teachers meeting these requirements in order to support gifted learners through the implementation of acquired strategies. Placing clusters of gifted students with qualified professionals and providing instructional support through the Differentiation Specialist at the elementary schools promotes the premise that gifted students are gifted all day, every day.

- Goals:**
- To work with principals to ensure proper placement of gifted students in classrooms of teachers who meet the requirements stated in Standard 3, Practice C to optimize learning
 - To work with principals in the middle schools and high schools on ways to best meet professional development needs of their teachers who work with gifted students
 - To explore possible university level cohorts for AIG add-on licensure
 - To offer additional professional development beyond the Professional Achievement Courses to support the teachers of gifted learners each semester
 - To continue to provide some level of reimbursement to teachers who obtain AIG add-on licensure

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

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

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

- Planned Sources of Evidence:**
- 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
 - Annual data on the number of teachers completing all four local AIG Professional Achievement Courses

Other Comments:

Practice E

Aligns professional development with local AIG program goals and other district initiatives.

This practice is a Maintained Practice for 2013-2016.

Rationale: As a district deploying the continuous improvement model, professional development for staff to specifically meet the needs of gifted learners is embedded in all district training relative to instruction. The I-SS Curriculum and Instruction team works as a unit to fuse and align best practice professional development to meet the needs of all learners.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: As a recent recipient of the IMPACT Grant, I-SS supports the goals of the grant which are to improve student achievement and educator effectiveness using personalized learning environments aligned with college and career-ready standards. The I-SS vision is to continue to strive to ignite a passion for learning with all students, including our gifted learners. District assessments and diagnostic assessments through the i3 Grant help us to identify specific needs of gifted learners as well.

Professional development for teachers will continue through district-wide early release professional development (ERPD) and additional professional development through outside sources, funding for teachers obtaining their AIG add-on licensure, ongoing availability of courses that lead to the local AIG Professional Achievement Courses, and direct coaching and support provided by the Differentiation Specialists at the elementary level. The AIG PAC does not replace the importance of AIG licensed staff to support the AIG program, but provides instruction and focus on the needs of gifted learners for regular education teachers who work with gifted students.

Planned Sources of Evidence: -Professional Development Courses on True North Logic

- PD Agendas and sign in sheets
- Differentiation Specialists' coaching notes
- Calendar of yearly AIG PD opportunities
- School Site PLC agendas
- Maintained list of AIG certified teachers in the district
- Maintained list of teachers taking AIG PAC courses and completion
- Master calendar of PD to indicate alignment with other district initiatives
- AIG PLC meeting attendance and agenda
- Professional development agendas for county-wide early release days

Other Comments:

Practice F

Aligns professional development opportunities with state and/or national teaching standards and best practices in gifted education, including 21st century skills and content at advanced levels.

This practice is a Maintained Practice for 2013-2016.

Rationale: It is essential for AIG student growth in learning that professional development is aligned with state and national teaching standards. These standards provide the necessary framework based on educational expertise for the district to work within and best serve our students.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: 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. Middle school and high school teachers will be trained in personalized learning strategies through the IMPACT Grant. Teachers will be evaluated on the NC Professional Teaching Standards Evaluation Rubric based on 21st century skills. AIG School Coordinators will still be invited to attend the state AIG conference, as funding allows. Training from the College of William and Mary will be secured for the elementary AIG Differentiation Specialists. The district AIG Resource Room will continue to house current research-based gifted materials for teacher use.

Planned Sources of Evidence: -Differentiation Specialists evaluations/PDP's
-Professional Development documented in True North Logic
-Certificates of attendance from conferences
-ADR Resource Room inventory of materials

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: Iredell-Statesville Schools utilizes the continuous improvement model initiated by W. Edwards Demming. This model maintains that organizations that use this cycle will constantly define and refine themselves as they meet their customers' needs and wants. Teachers meet regularly to review and revise instructional timelines based on the data gained from assessments and teacher observations.

Goals: -To provide opportunities for AIG specialists and other teachers to plan, implement, and refine applications of learning from professional development

Description: Coaching and support will be provided by the elementary Differentiation Specialist to fine tune the use of data to utilize compacting for AIG students and to extend the curriculum as needed. Professional development will be provided to teachers of AIG students to deepen understandings of best practices, characteristics, and management processes needed to impact academic growth of our AIG students. AIG teachers will continue to meet in school site Professional Learning Communities to plan and refine applications of their professional development learning.

Planned Sources of Evidence: -PLC Agendas

- Differentiation Specialist's coaching notes
- AIG Professional Achievement Course work, sign in sheets, agenda, teacher products
- Annual survey data
- RTI Data Day agendas

Other Comments:

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Efforts to provide AIG programs and services which address academic, intellectual, social, and emotional needs of gifted learners across all grade levels are ongoing.

Goals: -To research models that fully address the comprehensive needs of gifted students including social/emotional, intellectual, and academic needs throughout K-12 settings
-To collaborate with other districts on successful implementation and proven best practices in this area
-To initiate a Social Emotional Needs of Gifted (SENG) Model parent group session
-To continue to add resources specifically aligned to AIG services

Description: Members of the AIG Department will attend professional development on the social/emotional needs of gifted learners and seek to visit other school districts that have effective K-12 comprehensive programs and services. The AIG Department will seek presenters who will expand teacher and parent knowledge regarding the comprehensive needs of gifted learners. PAC classes will include professional development on these needs. School personnel will offer individual parent conferences to discuss the academic, intellectual, social, and emotional needs of gifted learners as requested or needed.

Planned Sources of Evidence: -Certificates of completed professional development
-Sign-in sheets from gifted learner-related workshops for parents
-PAC course syllabi
-Documentation of visits to other districts to observe programming
-Differentiation Specialist conference notes

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Iredell-Statesville Schools has structures and processes in place to review data to determine students' strengths and/or gap areas relative to content tied to district and state assessments. The district's Plan-Do-Study-Act Model (PDSA) for reading and mathematics addresses the spectrum of learners and strategies and resources needed to best meet their varied needs. Student DEPs/IDEPs are written to align with the area(s) of student identification for gifted learners. The district has aligned materials (books, computers, manipulatives, literature and professional resources) available through a district resource room with ongoing accessibility for district educators.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Meeting the needs of AIG learners is embedded, differentiated and directly aligned to district initiatives. The district Curriculum and Instruction Team meets weekly to identify program/service needs, gaps, and/or successes regarding district program goals, LEA resources and strategic future planning. Student DEPs/IDEPs are written to align with the area(s) of student identification for gifted learners. DEPs/IDEPs are reviewed at least annually by teachers/parents/students to ensure alignment and appropriate service delivery. The district provides updated materials (books, computers, GPS devices, manipulatives, literature and professional resources) through the ADR Resource Room with ongoing accessibility to district educators.

Planned Sources of Evidence: -AIG student confidential folder

- Student DEP/IDEP
- Baseline, Benchmark, CA, EOG/EOC data
- I-SS Levels of Service for gifted students
- Curriculum and Instruction Team agenda/minutes
- ADR Resource Room inventory and circulation data
- Documentation of enrichment opportunities
- Enrollment of AIG students in schools of choice
- Enrollment of AIG students in Honors/AP/Virtual courses

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The needs of AIG identified students as well as students on the screening lists are best met when gifted services are integral and connected to the current instructional program. AIG programs and services are aligned and connected to the district instructional program as a

collaborative effort between regular education and gifted education. The district provides course choice options as well as school choice options to provide gifted learners an opportunity to choose more rigorous academic pathways and prepare for future career options.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Gifted Education services and goals are aligned to the NCSCOS, providing programs that include school choice options and course choice options. District initiatives such as Leader in Me, instructional differentiation, reading and math PDSAs, and Responsiveness to Instruction (RTI) serve as a link to the provision of appropriate AIG services at the classroom level. Blended Learning Coaches provide ongoing coaching and support to regular education teachers in middle schools and high schools. Instructional Facilitators and Intervention Specialists provide ongoing coaching and support to all regular education teachers at each school.

Elementary Differentiation Specialists provide coaching and support to regular education teachers working with AIG and high achieving students. The Differentiation Specialists work directly with AIG teachers and students in elementary cluster classrooms and are employed to provide support for elementary 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 Courses and other professional development needs based on stakeholder survey data that impacts entire school communities.

Planned Sources of Evidence: -Differentiation Specialist notes/evaluations
-Enrollment of AIG students in choice option schools/course pathway (IB, VPAC, CCTL, AP, Honors, NCVPS, magnet schools)
-Classroom Walkthrough Data (HYIS, differentiation, PDSAs, student engagement, resources)

Other Comments:

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.

This practice is a Maintained Practice for 2013-2016.

Rationale: To ensure fidelity and rigor of implementation, all stakeholders have access to the AIG Local Plan, including delivery of differentiated services, instruction of students, and regulations of

gifted education.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Elementary Differentiation Specialists and AIG School Coordinators will continue to receive training on the AIG Local Plan, policy and processes. The Differentiation Specialist and/or AIG School Coordinator will provide the training to each school site staff and parents at mandatory informational meetings. The Director of AIG will provide training to administrators, Differentiation Specialists, AIG School Coordinators, Instructional Facilitators, and Blended Learning Coaches. AIG School Coordinators and/or Differentiation Specialists will notify teachers of the AIG identified students assigned to their classrooms as well as students on the screening list. Teachers working with gifted students will begin professional development requirements.

Planned Sources of Evidence: -District and school website(s)

- Sign in sheets from district informational meetings
- Sign in sheets from staff informational meetings
- Sign in sheets from parent informational meetings
- Newsletters
- Documentation from conferences with parents

Other Comments: The AIG department will create an informational brochure explaining AIG services in I-SS.

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: All stakeholders need accurate and updated communication in order to best meet the needs of gifted learners especially at key transition points in the student's educational path. Processes are in place to maintain consistent and accurate communication relative to identification, services, transitions.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Standardized presentation, visuals, and materials have been developed and will be used to increase the fidelity of processes and procedures for the AIG Local Plan. The AIG

department has a process in place to transfer the AIG student folders and information from one school to another during the key transition points, including transferring from elementary school to middle school or middle school to high school or transferring between schools midyear. Differentiation Specialists will align school site training with the district initiatives as well as serve on each school GPS team. Further communication will also occur at quarterly AIG PLC meetings for AIG School Coordinators and quarterly meetings for the AIG Advisory Team.

Planned Sources of Evidence: -Standardized presentations and materials

- Agenda and attendance at GPS meetings
- Quarterly AIG PLC meetings for AIG School Coordinators
- Quarterly meetings for the AIG Advisory Team
- Updated websites (school and district)
- Newsletters
- Connect-Ed messages about Parent Informational Meetings
- Record transfer form (AIG 16b)
- Blue indicator sheet in cumulative folders (AIG 15)
- Folder audit data
- Communication documentation

Other Comments:

Practice F

Ensures collaboration and involvement among regular education teachers, exceptional children's teachers, other specialists, instructional staff, parents/families, and administrators to provide differentiated programming and services.

This practice is a Maintained Practice for 2013-2016.

Rationale: Collaboration and involvement of all stakeholders is necessary for continued student growth and success for gifted learners. Ongoing assessment and differentiated instructional practices within the gifted service options are necessary for student success.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The continued use of school-based and district level PLCs, Advisory Team meetings, required parent and staff informational meetings, and face-to-face conferences will allow collaboration and involvement among regular education teachers, exceptional children's teachers, other specialists, instructional staff, parents/families, and administrators in the provision of differentiated services for AIG students.

Planned Sources of Evidence: -AIG Student Confidential Folder

- Sign in sheets and agendas from school PLC meetings and district PLC meetings
- Agendas from Curriculum and Instruction Team meetings
- Conference notes
- Lesson plans
- Sign in sheets from Cluster Teacher Training
- Sign in sheets from District AIG Plan presentations to stakeholders

Other Comments:

Practice G

Ensures that school counseling personnel, regular education teachers, AIG specialists, parents/families, and others collaborate to address the social and emotional needs of AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale: Based on stakeholder input, there is a need for further collaboration among all groups to ensure that the social/emotional needs of gifted learners are met.

Goals: -To continue researching other districts' models for encouraging collaboration among stakeholders to address the social/emotional needs of gifted learners

- To collaborate with other departments to provide appropriate services and resources addressing the social/emotional needs of gifted learners
- To partner with other departments to explore opportunities for professional development that address the social/emotional needs of gifted learners
- To determine ways to implement gifted-specific guidance counseling small groups in schools

Description: The AIG Department will collaborate with other departments to seek professional development opportunities for administrators, guidance counselors, and other staff regarding the social/emotional needs of gifted learners. The AIG Department will collaborate with the Exceptional Children's (EC) and English as a Second Language (ESL) departments regarding the specific needs of twice-exceptional students and English Language Learners, respectively. Resources supporting the social/emotional needs of gifted learners will be available to stakeholders through the ADR Resource Room. Information about the social/emotional needs of gifted learners will be included in newsletters, parent meetings, and posted on the AIG website. Members of the AIG Department will seek ways to inform and update the Student Services department about the AIG Local Plan and gifted students' social/emotional needs.

Planned Sources of Evidence: -Sign-in sheets and training materials

- District resource room circulation data
- Newsletters

-District AIG website

Other Comments:

Practice H

Articulates and implements a process for accelerative instructional and placement options when an appropriate body-of-evidence indicates that such a practice is warranted for an individual gifted learner.

This practice is a Focused Practice for 2013-2016.

Rationale: Ongoing assessment of students may indicate the need for accelerative instruction through curriculum compacting and/or the need for subject or grade advancement to best meet the needs of individual gifted learners, as outlined in the service options. Service options define criteria and processes but training and clarification in applying the criteria may be needed for stakeholders.

Goals: -To define procedures for acceleration and provide clear definitions of service options which include compacting

-To convey this information through the training of stakeholders to ensure understanding of service options and consistent use of criteria and procedures

-To research tools that may be appropriate for principal use when conducting observations of students who are candidates for subject/grade advancement

-To train AIG personnel, GPS Teams, school leadership teams, and others to use the Iowa Acceleration Scale, as applicable

Description: 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 (North Carolina End-of-Grade Test/End-of-Course or other approved nationally-normed assessment), 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 AIG are also required. A student who qualifies for grade advancement must possess these criteria in both ELA/reading and math.

Criteria for students in grades 9-12 is the same as that mentioned above. However, students in these grades can choose Honors and/or AP coursework. The Credit by Demonstrated Mastery policy will allow students to earn credit for a course without completing the traditional seat time if established criteria is met.

An Individualized Differentiated Education Plan (IDEP) will be established for any student who is grade advanced. Transportation will not be provided by the school or district to accommodate grade or subject advancement. 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 AIG department has purchased the Iowa Acceleration Scale, 3rd Edition and will begin to use it as an additional tool for determining the need for acceleration.

Planned Sources of Evidence: -District list of students who were grade accelerated

- AIG Confidential Folders
- DEPs/IDEPs
- Iowa Acceleration Scale Form, Summary and Planning Report
- School psychologist's statement
- Written parent statement
- Recommendation from teacher, specialist, principal
- Acceleration case documentation
- See service options (Appendices)

Other Comments:

Practice I

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

This practice is a Focused Practice for 2013-2016.

Rationale: In Iredell-Statesville Schools, data show a trend of underrepresentation of economically disadvantaged, highly gifted, culturally/ethnically diverse, English Language Learners, and twice-exceptional students. Therefore, this will be a Focused Practice for the 2013-2016 AIG Plan.

- Goals:**
- To research, determine, and implement the best practices for identifying and serving under-represented populations
 - To research other school districts' successful implementation of identification processes for these populations
 - To research national trend data to determine a best fit option for programming in Iredell-Statesville Schools
 - To obtain alternate aptitude and/or achievement tests for possible piloting

Description: The AIG Department will offer a variety of assessments for gifted identification including nonverbal options for the typically underrepresented populations of gifted students. Additional assessment options for the identification of these students will be researched. Collaboration with the

Exceptional Children's (EC) and English as a Second Language (ESL) departments will also ensue regarding the specific needs of twice-exceptional students and English Language Learners, respectively. The AIG Department will acquire resources for the ADR Resource Room to support the needs of these students. Professional Achievement Courses (PAC) will include professional development on gifted students from underrepresented populations. Based on research results, the AIG Department will determine specific guidelines for using alternative assessments with students from underrepresented populations.

Planned Sources of Evidence: -District resource room inventory list

- List of alternative assessments offered
- Meeting/training documentation
- Documented criteria for assessment

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG program promotes enrichment and extensions of the curriculum, competitions, and events that allow students to explore learning in areas in which they are passionate. These opportunities expand content and enhance and extend student learning and interests.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: AIG students in Iredell-Statesville Schools have the opportunity to participate in various competitions and enrichment activities including Robotics, J.E.T.S., Odyssey of the Mind, NC Governor's School, Science Olympiad, Math Olympiad, Spelling Bee, NCASA Scholastic Cup competitions, Science Fair, Math Fair, Battle of the Books, and Chess. Summer enrichment camps are offered during the last two weeks of June. Students can choose from robotics, drama, music, science, Odyssey of the Mind, chess, geo-caching, iMovie, and advanced video sessions.

Planned Sources of Evidence: -Calendar of scheduled events

- AIG Department, district, and school websites
- Camp descriptions
- Camp registration forms
- Camp and enrichment activity enrollment data
- School enrichment contact list
- Camp survey data

Other Comments:

Standard 5: Partnerships

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

Practice A

Develops partnerships with parents/families and the community that are intentional and meaningful to support the academic, intellectual, social and emotional needs of AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale: The needs of AIG learners are best met when all stakeholders are included in the planning and implementation of services provided. Improvements have been made in this area during the 2010-2013 cycle of the AIG plan. An area for ongoing improvement is communication and the fidelity of information which is presented to stakeholders.

Goals:

- To increase communication and partnerships with stakeholders throughout our community
- To include stakeholders representing multiple perspectives on the AIG Advisory Team
- To continue to recruit parents to participate in the implementation of enrichment events
- To provide speakers regarding areas of interest concerning our AIG population for parents and community members based on stakeholder survey results

Description: Communication will continue through the regular meetings of the AIG Advisory Team and AIG School Coordinators PLC, Connect-Ed messages, school and district website updates, newsletters, brochures, and presentations to the Board of Education. Iredell-Statesville Schools will continue partnerships with Mitchell Community College and other institutions of higher learning. The AIG department will share information concerning NCAGT, NCVPS, NCSSM, NGGS, summer camps, and other enrichment opportunities with all stakeholders. Additional community sponsors, volunteers to support enrichment opportunities, and speakers regarding areas of interest concerning our AIG population will be recruited. AIG exemplary work celebrations will be held at school sites (DEP Showcases).

Planned Sources of Evidence: -District and school websites

- Newsletters
- Local newspaper articles
- Flyers, brochures
- Summer camp descriptions and enrollment

- Dual enrollment, NCVPS enrollment
- Agendas and minutes from BOE meetings
- Photos and flyers from enrichment opportunities
- Agendas and sign in sheets from informational meetings with AIG speakers
- Parent survey

Other Comments:

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.

This practice is a Maintained Practice for 2013-2016.

Rationale: Communication with and inclusion of AIG stakeholders is essential to meeting the needs of AIG students and providing fidelity of program implementation. Standardized presentations of information regarding the AIG plan and policies relating to gifted education will be presented to all stakeholders. Survey data have indicated the need to continue efforts to improve communication.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Standardized information will be presented at required meetings at each school site. The standardized PowerPoint will be posted on the district website. Parents will continue to have representation on the AIG Advisory Team.

Planned Sources of Evidence: -Materials, agendas and sign in sheets from presentations to stakeholders
-District and school websites
-Email communications
-DEP/IDEP

Other Comments:

Practice C

Involves stakeholders, reflecting the diversity of AIG parents/families and the community, in the development, implementation, and monitoring of the local AIG program and plan.

This practice is a Maintained Practice for 2013-2016.

Rationale: The needs of AIG learners are best met when all stakeholders are included in the planning and implementation of services provided. The Iredell-Statesville Schools have included stakeholders reflecting the diversity of AIG families and the community in the development, implementation and monitoring of the local AIG program and plan.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The District AIG Advisory Team was charged with the duty of reviewing stakeholder feedback and addressing the North Carolina AIG Program Standards in the development of the 2013-2016 AIG Local Plan. The AIG Advisory Team meets quarterly to provide feedback and input and monitor the implementation of the AIG Local Plan. Stakeholder survey results are used in the development and monitoring of the AIG Local Plan. A district midyear review and end-of-year review provides the platform for ongoing data assessment for program strengths and gap areas. AIG personnel will continue to collaborate with the I-SS Partnership Coordinator to include a more representative sample of stakeholders from the total community to advise the AIG department about programming and enrichment opportunities.

Planned Sources of Evidence: -Agendas and sign in sheets of the AIG Advisory Team
-Agendas and sign in sheets of the AIG School Coordinator PLC meetings
-Meeting calendar
-Notes from meetings with the I-SS Partnership Coordinator

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: Progress has been made in informing parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language, but opportunities for improvement still exist.

Goals: -To inform parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language

- To continue to offer translators for parent meetings as requested and based on availability
- To continue translating pertinent AIG forms
- To continue to collaborate with the ESL Department

Description: Documents and materials will be developed and made accessible to parents/families to better meet the needs of the diverse populations in our county. Initial translations will be made in Spanish to address the needs of this growing population.

Planned Sources of Evidence: -Translated AIG forms and other pertinent documents

- List of available translator contacts
- Notes from collaboration with ESL Department
- AIG program brochure
- Bi-lingual representation at informational parent meetings upon request

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Iredell-Statesville Schools recognizes the importance of partnerships to the success of the AIG program.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The AIG department will partner with local businesses, industries, and parent organizations to provide additional learning opportunities for AIG students and to solicit partner support at AIG sponsored events. Goals of the AIG program are to continue to collaborate with the I-SS Partnership Coordinator to expand partnership support and to seek additional opportunities to collaborate with institutions of higher learning. The department seeks to recruit parents to participate in the implementation of enrichment events, promote recognition of student achievement through DEP Showcase or other events, and utilize parents of AIG students as volunteer speakers. The AIG program will continue to engage noted speakers for parents and community regarding AIG issues and to seek input on the current program and ways to involve more parents.

Planned Sources of Evidence: -Business contact list
-Notes from meetings with business contacts

- Notes from meetings with the I-SS Partnership Coordinator
- Enrollment of AIG students in choice option programs

Other Comments:

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 describing the local AIG program in accordance with state legislation and SBE policy, which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

This practice is a Maintained Practice for 2013-2016.

Rationale: The I-SS AIG Plan is developed and revised every three years in accordance with the guidelines set forth by the NC Department of Public Instruction and State Board of Education. The six NC AIG Program Standards and their 48 accompanying practices provide the framework for the development and revision of the plan for the Academically/Intellectually Gifted Program in Iredell-Statesville Schools.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: In keeping with Iredell-Statesville Schools commitment to continuous improvement, the 2010-2013 I-SS AIG Plan has been carefully examined and revised for 2013-2016 based on feedback from stakeholders throughout the district. The AIG Director, Differentiation Specialists, AIG Advisory Team, AIG school coordinators, AIG students, parents, teachers, administrators, and district personnel contributed to the revision of the 2013-2016 I-SS AIG Plan. The revised plan was approved by the I-SS BOE and submitted to NCDPI for review and feedback.

Many initiatives within the district and state, including the implementation of Homebase and PowerSchool, the SBE Credit by Demonstrated Mastery policy, the NC Responsiveness to Instruction model as it applies to AIG, the I-SS i3 and IMPACT grant projects, and the new iACADEMY and proposed IB Career-Related Certificate Programme will necessitate continued examination and revision of plans and programs throughout the next three-year cycle to ensure aligned goals and objectives that will benefit all students in I-SS.

Planned Sources of Evidence: -2013-2016 I-SS AIG Plan approved by I-SS BOE
-2013-2016 I-SS AIG Plan submitted to NCDPI for review and feedback
-Annual updates addressing implementation of the 2013-2016 I-SS AIG Plan

Other Comments:

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.

This practice is a Maintained Practice for 2013-2016.

Rationale: The local AIG program will be monitored by the Director of AIG and the AIG Advisory Team to ensure fidelity of implementation and alignment to the North Carolina AIG Program Standards.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The AIG Director, Differentiation Specialists, AIG School Coordinators, school-based GPS Teams, and AIG Advisory Team work together to ensure fidelity of implementation of AIG program components. The AIG Director and Differentiation Specialists meet quarterly with the AIG School Coordinators PLC and the AIG Advisory Team to disseminate information and solicit feedback. Monthly GPS Team meetings at each school support plan and program processes. Randomly selected AIG student folders are audited twice yearly to check for accuracy and completeness. Students, parents, teachers, and school administrators are surveyed annually to obtain feedback for program improvement. The AIG Department Improvement Plan and Differentiation Specialists' Professional Development Plans will serve to further address program needs.

Planned Sources of Evidence: -Results of folder audits

- Disaggregation of Benchmark data and EOG/EOC data as performance indicators
- Annual survey data
- Classroom notes from Differentiation Specialist
- Agendas and sign in sheets from meetings
- NCDPI comments for Local AIG Plan

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG program in Iredell-Statesville Schools is funded through state funds.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Iredell-Statesville Schools is among the top performing districts in North Carolina despite the fact that it is among the lowest funded districts in the state. The AIG Director will continue to work with the Chief Financial Officer and the Assistant Superintendent of Curriculum and Instruction to use and monitor state funds for the AIG program according to state policies. They will continue to work in conjunction with the district Budget Committee to seek opportunities to maximize the use of funds to provide AIG program services.

Planned Sources of Evidence: -Annual budget statement

-Monthly budget updates

-Contracts for professional development

-Purchase Orders/Vouchers for resources housed in the resource room

-Teacher licensure and PRC 034 funding

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: As a measure for strategic planning for AIG learners, student performance data is monitored quarterly as well as annually. As one criterion to measure the impact of the local AIG program, data is maintained, analyzed, and shared with stakeholders. The data is used to evaluate and adjust student services and programming needs.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Students are given a baseline assessment at the beginning of the school year. This data enables teachers to assess student mastery, to begin compacting based on strength areas and to reteach to address gap areas. Benchmark data is disaggregated for gifted learners, provided to teachers and administrators, and is available to parents and students. Teacher-developed common assessments are analyzed and data is monitored to drive instruction.

Planned Sources of Evidence: -Benchmark data

- CA data
- EOG/EOC data
- Drop out data
- Sign in sheets and agendas from AIG Coordinator PLC meetings
- Sign in sheets and agendas from AIG Advisory Team meetings

Other Comments:

Practice E

Monitors the representation 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.

This practice is a Focused Practice for 2013-2016.

Rationale: The system recognizes the need to monitor the representation 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.

- Goals:**
- To obtain and monitor representation and retention data for underrepresented populations in the current AIG program to include culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted and twice-exceptional status
 - To collaborate with the EC Department, the ESL Department, and the Title I Department to raise the level of awareness in considering gifted characteristics among all populations

Description: Data will be obtained and maintained to monitor for representation and retention at the district level. Site specific school data will be gathered at the district level and shared schools.

- Planned Sources of Evidence:**
- Data charts monitored for trend data per school site and district
 - Collaboration notes between departments

Other Comments: A few AIG students who also receive speech services did not show on the April 2013 headcount in NCWise even though they were listed on AIG rosters previously. This discrepancy was reported to the Director of Testing and Student Information and to NCDPI. Hopefully, the transition to PowerSchool will correct the issue that caused these students not to be counted as twice exceptional.

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Based on the North Carolina State Standards, Iredell-Statesville Schools recognizes the importance of having AIG certified teachers working with gifted learners. This instructional relationship enables appropriate instructional delivery from teachers versed in gifted education.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: All teachers who are working with AIG identified learners (K-12), must be AIG certified, be working on AIG add-on licensure, have completed the local AIG Professional Achievement Courses or are working to complete the Local AIG PAC classes. 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 when working with gifted students. Differentiation Specialists are also required to have state AIG certification. The specialists will work directly with identifying, supporting, co-teaching and monitoring AIG students at the elementary level. The AIG Department maintains documentation of teacher progress in meeting these requirements.

Planned Sources of Evidence: -HR licensure reports

-Professional development records from PAC and any additional AIG professional development

-Use of PRC 034 to reimburse for add-on licensure

-Student placement

Other Comments:

Practice G

Forms an advisory group of community members, parents/families of AIG students representative of diverse populations in the program, teachers of the gifted, and other professional staff who meet regularly to review all aspects of the local AIG program and make recommendations for program

improvement.

This practice is a Maintained Practice for 2013-2016.

Rationale: Ongoing feedback is a necessary process in supporting the district's initiative of the continuous improvement model. The AIG Advisory Team, representing all stakeholders, reviews data and programming options for gifted learners and considers the alignment of the AIG department goals with those of the district strategic plan.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The Iredell-Statesville Schools AIG program will continue to utilize an AIG Advisory Team composed of representation reflecting the diversity of all stakeholders involved with the program. The team will continue to meet quarterly to review all aspects of the local AIG program and provide feedback for continuous improvement.

Planned Sources of Evidence: -Agendas and sign in sheets from AIG Advisory Team meetings
-Presentation materials
-Annual stakeholder surveys
-AIG Department calendar

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: A quality AIG program must continually be aligned to the mission and vision. The North Carolina Academically or Intellectually Gifted Program Standards have defined intended outcomes for the program. Through the solicitation and analysis of stakeholder input, the district can improve the services for AIG learners. Assessment of the program is continuous in order to improve program effectiveness.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The Iredell-Statesville Schools' AIG Program will continue to utilize an AIG Advisory Team composed of representation reflecting the diversity of all stakeholders involved with the program. The team will continue to meet quarterly to review all aspects of the local AIG program and

provide feedback for continuous improvement. Meetings with AIG School Coordinators, Differentiation Specialists, Instructional Facilitators, Blended Learning Coaches, and/or administrators will occur in order to continue collaboration and communication. The district AIG Department conducts annual surveys of students, parents, administrators, and teachers to obtain feedback. Student feedback is also elicited both formally and informally and student forums will be implemented to obtain additional student feedback. Student and parent feedback is also obtained at the DEP/IDEP meetings conducted at least annually.

Planned Sources of Evidence: -Survey data

- Forum feedback
- Agendas, sign-in sheets, and minutes from stakeholder meetings
- Folder audit results
- Feedback from NCDPI/SBOE

Other Comments:

Practice I

Reviews and revises the local AIG program and plan based on multiple sources of data for continuous program improvement.

This practice is a Maintained Practice for 2013-2016.

Rationale: Based on the state requirement to monitor and revise local AIG plans and the district's commitment to continuous improvement, we regularly utilize multiple sources of data to examine and revise our plan.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The Iredell-Statesville Schools AIG Program will continue to utilize an AIG Advisory Team composed of representation reflecting the diversity of all stakeholders involved with the program. The team will continue to meet quarterly to review all aspects of the local AIG program and provide feedback for continuous improvement. The AIG department uses various data (baseline, quarterly benchmark, common assessments, EOG/EOC, survey and student forum input) to review and revise the local plan. The state's guidelines are followed for completing the interim report and self-assessment, addressing NCDPI's review comments, and conducting the mid-cycle plan revision.

Planned Sources of Evidence: -Survey data

- Student forum feedback
- Minutes from stakeholder meetings
- Folder audit results
- Feedback from NCDPI/SBOE
- Baseline, quarterly benchmark, common assessment, EOG/EOC data
- Drop out data
- ACT, PLAN, EXPLORE data
- IB Programme retention data

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale: In order to ensure the accountability of the AIG Program, the AIG Department is transparent in the dissemination of program evaluation data.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Regular monitoring of program effectiveness in meeting the needs of gifted learners is reported to stakeholders at the quarterly meetings of the AIG Coordinators' PLC and AIG Advisory Team. Annual program evaluation data is available to stakeholders. The Director of Gifted Education and/or Differentiation Specialists will annually review and/or report aspects from evaluations of the AIG program with teachers, school administrators, the local school board, and parents.

Planned Sources of Evidence: -Agendas and sign-in sheets from AIG Advisory, AIG Coordinator's PLC, and other meetings

- Presentation materials at BOE/Committee of the Whole meetings
- District student data (total AIG enrollment, IB Programme retention, general growth trend data)
- AIG district website
- Survey result data points

Other Comments:

Practice K

Protects the rights of all AIG students through policies, procedures, and practices.

This practice is a Maintained Practice for 2013-2016.

Rationale: The rights of all AIG students will be protected by policy, procedures, and practices.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Policy, procedures and practices are currently within the local AIG Plan. Iredell-Statesville Schools has existing policies to protect the rights of all students. Written policies are in place to safeguard the rights of AIG students and their families including informed consent regarding identification, placement and service options, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

Planned Sources of Evidence: -Procedure to Disagree form (AIG 5) and process (See appendices)

- Chain of Inquiry for questions or concerns
- District AIG website
- Process flow chart

Other Comments:

Glossary (optional):

Appendix (optional):

AIG 1a Recommendation Form for Individual Screening (Grades K-2) 2013-2016.doc (*Appendix - Standard 1*)

AIG 1b Recommendation Form for Individual Screening (Grades 3-12) 2013-2016.doc (*Appendix - Standard 1*)

AIG 2 Student Placement Record (Grades K-12) 2013-2016.doc (*Appendix - Standard 1*)

AIG 3a Permission to Test Form (Grades K-2) 2013-2016.doc (*Appendix - Standard 1*)

AIG 3b Permission to Test Form (Grades 3-12) 2013-2016.doc (*Appendix - Standard 1*)

AIG 3c Test Results Qualify 2013-2016.doc (*Appendix - Standard 1*)

AIG 3d Test Results Did Not Qualify 2013-2016.doc (*Appendix - Standard 1*)

AIG 4 Request for Conference 2013-2016.doc (*Appendix - Standard 1*)

AIG 5 Procedure to Disagree 2013-2016.doc (*Appendix - Standard 1*)

AIG 7a Student Additions to PowerSchool (Grades K-2) 2013-2016.doc (*Appendix - Standard 1*)

AIG 7b Student Additions to PowerSchool (Grades 3-12) 2013-2016.doc (*Appendix - Standard 1*)

AIG Portfolio Page 1 - Student Portfolio Cover.doc (*Appendix - Standard 1*)

AIG Portfolio Page 2 - Parent Letter.doc (*Appendix - Standard 1*)

AIG Portfolio Page 3 - Portfolio Guide.doc (*Appendix - Standard 1*)

Copy of Identification and Screening flow chart 2013-2016 revised from KF[1].pdf (*Appendix - Standard 1*)

AIG 13 AIG IDEP 2013-2016.doc (*Appendix - Standard 1:2*)

AIG 13a AIG IDEP Strategy Documentation 2013-2016.doc (*Appendix - Standard 1:2*)

AIG 9a DEP (Grades K-8) Differentiated Education Plan 2013-2016.doc (*Appendix - Standard 1:2*)

AIG 9b DEP Verification Form (Grades 9-12) 2013-2016.doc (*Appendix - Standard 1:2*)

AIG 15 Cumulative Folder Notice of Placement 2013-2016.doc (*Appendix - Standard 1:4*)

AIG 16a Checklist for End of Year and Records Transfer Process 2013-2016.doc (*Appendix - Standard 1:4*)

AIG 8 AIG GPS PLC Agenda 2013-2016.doc (*Appendix - Standard 1:4*)

Program Service Options 2013-2016.doc (*Appendix - Standard 1:4*)

AIG 12 Folder Auditing Rubric 2013-2016.xls (*Appendix - Standard 1:6*)

AIG 14 Request for Testing (Grades K-12) 2013-2016.doc (*Appendix - Standard 1:6*)

AIG 16b Folder Transfer Checklist 2013-2016.xls (*Appendix - Standard 2:4*)

Roles and Responsibilities 2013-2016.doc (*Appendix - Standard 3:4*)

BOE Signature Page.pdf (*Local Board Approval Document*)

Glossary 2013-2016 final.doc (*Other Forms*)