Iredell-Statesville Schools
AIG Local Plan
2010-2013

Parent Information Meeting
2012-2013

State Definition of an AIG Student

These students:
• Perform or show potential to perform at higher levels of accomplishment when compared with others of their age, experience, or environment.
• Exhibit high performance capability in intellectual areas, specific academic fields, or both.
• Require differentiated educational services beyond those ordinarily provided by the regular education program.
  -- The state recognizes these students come from a variety of cultural and economic backgrounds.

NC AIG Standards, adopted July 2009

1. Student Identification
2. Differentiated Curriculum & Instruction
3. Personnel & Professional Development
4. Comprehensive Programming within the Total School Community
5. Partnerships
6. Program Accountability

AIG Plan in ISS

• Each district in North Carolina was asked to submit a plan by July 2010 to show how the district would meet the AIG Standards that had been adopted in July 2009 for the next three years.
• Our district put together a task force of students, parents, teachers, and administrators to create our AIG Plan.
• Each standard was broken up into future practices, focused practices, and maintained practices.
• Revision this year

Standard 1
Student Identification

Focused practices
• Articulate and disseminate the processes for identification
• Initiate screening, referral, and identification procedures that respond to traditionally under-represented populations
• Ensure consistency in implementation of screening, referral, and identification procedures
• Establish written policies that safeguard rights of AIG students and families (Procedure to Disagree Form)
• Maintain documentation that explains identification procedures and service options which is reviewed annually.

Multiple Pathways for Student Identification

• Testing data is continuously examined.
• GPS Teams meet regularly to go over student data.
• Students that have at least one criteria are placed on a screening list to be watched for future identification.

<table>
<thead>
<tr>
<th>Traditional Pathways for Identification</th>
<th>Other Pathways for Identification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>Naglieri</td>
</tr>
<tr>
<td>-- Woodcock-Johnson</td>
<td>-- ESL aptitude assessment</td>
</tr>
<tr>
<td>-- EOGs</td>
<td>-- 5th Grade</td>
</tr>
<tr>
<td>-- Grades</td>
<td>-- 7th Grade</td>
</tr>
<tr>
<td>-- Aptitude</td>
<td>-- Iowa Acceleration Scale</td>
</tr>
<tr>
<td>-- CogAT</td>
<td>-- Used to consider grade advancement</td>
</tr>
</tbody>
</table>
Screening List

- Each school keeps a screening list of potential students who may need AIG services in the future.
- Students are placed on the screening list when they obtain one criterion for identification.
- The list is updated each time new data is available.
- Screening list information is transferred to the next school when students move to another school (i.e. 5th graders going to 6th grade or moving students).

Testing in K-2

- A student can be individually tested in K-2 after the GPS Team reviews a parent or teacher referral.
- Typically, students are tested if all of the student’s data for the past year has been above 95%.
- Testing can only be done once in K-2.
- Scores are higher because only two criteria are used for identification.

<table>
<thead>
<tr>
<th>Test</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CogAT</td>
<td>(ability test)</td>
</tr>
<tr>
<td>Woodcock Johnson</td>
<td>(achievement test)</td>
</tr>
</tbody>
</table>

- Verbal Age Score used for reading identification
- Quantitative Age Score used for math identification
- Broad Reading Score used for reading identification
- Broad Math Score used for math identification

How are students identified in Kindergarten, 1st Grade, & 2nd Grade?

<table>
<thead>
<tr>
<th>Level of Service</th>
<th>Entrance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I</td>
<td>Gifted Transfer Student</td>
</tr>
<tr>
<td>Level II</td>
<td>Testing Scores 95%ile or Higher in Either or Both Subjects</td>
</tr>
<tr>
<td></td>
<td>- CogAT</td>
</tr>
<tr>
<td></td>
<td>- Woodcock Johnson</td>
</tr>
<tr>
<td>Level III</td>
<td>Testing Scores 99%ile in One Subject</td>
</tr>
<tr>
<td>Level IV</td>
<td>Testing Scores 99%ile in Both Subjects</td>
</tr>
<tr>
<td></td>
<td>- 95% or Higher on the Iowa Acceleration Scale</td>
</tr>
<tr>
<td></td>
<td>- Principal Observation</td>
</tr>
<tr>
<td></td>
<td>- Director of AIG Consultation</td>
</tr>
</tbody>
</table>

Testing in 3-12

- District-wide student screening starts in 3rd grade.
- Governor’s School applicants are tested, if needed.
- Testing scores in 3-12 are lower than in K-2 because three criteria are used for identification.
- CogAT Verbal/Quantitative Age Percentile Scores
- EOG Percentiles
- Final Grades
- Qualifying scores need to be in the same subject area.
- There continue to be multiple pathways for identification.
  - Portfolios
  - Naglieri
  - Iowa Acceleration Scale

How are students identified in 3rd-12th Grade?

<table>
<thead>
<tr>
<th>Level of Service</th>
<th>Entrance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I</td>
<td>Gifted Transfer Student</td>
</tr>
<tr>
<td>Level II</td>
<td>CogAT 90%ile or Higher</td>
</tr>
<tr>
<td></td>
<td>- Final Grades 93% or Higher</td>
</tr>
<tr>
<td></td>
<td>- EOGs 93%ile or Higher (in either or both subjects)</td>
</tr>
<tr>
<td>Level III</td>
<td>Testing Scores 99%ile in One Subject</td>
</tr>
<tr>
<td>Level IV</td>
<td>Testing Scores 99%ile in Both Subjects</td>
</tr>
<tr>
<td></td>
<td>- 95% or Higher on the Iowa Acceleration Scale</td>
</tr>
<tr>
<td></td>
<td>- Principal Observation</td>
</tr>
<tr>
<td></td>
<td>- Director of AIG Consultation</td>
</tr>
<tr>
<td></td>
<td>- Grade Advancement</td>
</tr>
</tbody>
</table>

CogAT

- CogATs are given for individual identification in K-2.
- All students take CogAT in 3rd Grade (January 2013).
- Students can take CogAT when they have two of three criteria for identification in 4th grade - 8th grade.
- CogAT measures a student’s ability to perform on tasks.
- Students do not need to study for the CogAT.
- There are nine parts to the assessment.
  - Three measure verbal ability
  - Three measure quantitative ability
  - Three measure non-verbal ability
- All subtests are timed on 3rd – 12th grade assessments.
- Verbal Age Percentile Score and Quantitative Age Percentile Score are used for identification.
- More information about CogAT can be found at www.cogat.com.
Portfolio

• Students are given the option in 5th & 7th grade to complete a portfolio when they have two of three criteria for identification.
• Parents receive paperwork to sign agreeing for their child to participate in the portfolio process.
• Portfolios have five pieces of evidence for each subject.
• The work put in a portfolio should be done at school.
• Portfolios reflect on each piece of evidence.
• Portfolios can contain work from the previous two grades.
• Teachers also write a recommendation.
• Passing portfolio scores take the place of the missing criterion for identification.
• Start saving information right now for the portfolio!

Special Placement for May 2013

• North Carolina will be using the new EOG assessments aligned with the CC standards in May 2013. Since the assessments are new, the results will not be available until November 2013. We will identify students using the new EOG scores in November 2013.
• Cluster groups for 3rd graders going into 4th grade will be created using grade and CogAT criteria.
• We will still look to see if new students can be identified in 4th-11th grades using final grades, CogAT scores, and the previous year’s EOG/EOC scores.
• All GPS Teams will look at new EOG scores in November 2013 to make new AIG identifications.

AIG Local Plan Overview

Student Services School Choice Options 6-12
• International Baccalaureate (IB): MMIB, NVIB, SIHS
  – Schools committed to a high quality, challenging, international education for all students
• Visual and Performing Arts Center (VPAC): SHS
  – Students have the opportunity to complete a challenging five-year program that includes a fine arts endorsement on the high school diploma, as well as an associate’s degree
• Collaborative College for Technology & Leadership (CCTL)
  – Provides technology-enriched curriculum for students who simultaneously earn a high school degree & an associate’s degree
• James Iredell AP Academy (SHS):
  – Students complete a rigorous course of study that requires them to take a minimum of seven Advanced Placement classes
  – Students in 5th grade and 8th grade have the opportunity to visit schools to see different school and course offerings

AIG Local Plan Overview

Student Services Course Choice Option 6-12
• Advanced: All Middle Schools
  – Advanced level courses that offer students a deeper curriculum at a faster pace
• Honors: All High Schools
  – Advanced level courses that offer students a deeper curriculum at a faster pace
• Advanced Placement (AP): All High Schools
  – Curriculum sponsored by College Board that offers high school students undergraduate courses
• International Baccalaureate (IB): MMIB, NVIB, & SIHS
  – Courses committed to a high quality, challenging, international education for all students
• North Carolina Virtual Public School (NCVPS): BMS, LMS, NIMS, TMS & All High Schools
  – Provides students with expanded academic options through online courses

NC AIG Standards, adopted July 2009

1. Student Identification
2. Differentiated Curriculum and Instruction
3. Personnel and Professional Development
4. Comprehensive Programming within the Total School Community
5. Partnerships
6. Program Accountability

Standard 2

Differentiated Curriculum & Instruction

Focused practices
• Adapts CC according to identified ability, readiness, interests, and learning profiles K-12
• Enriches, extends, and accelerates the curriculum to address a range of ability levels in language arts, math, and other content areas as appropriate
• Employs diverse and effective instructional practices to address a range of learning needs
• Creates affective curricular and instructional practices which support the social and emotional needs of AIG students
Elementary Schools

- Amy Jordan, Differentiation Specialist
- Tina Robinson, Director of AIG
- Lauren Sholley, Differentiation Specialist

Middle Schools

- Amy Jordan, Differentiation Specialist
- Tina Robinson, Director of AIG
- Lauren Sholley, Differentiation Specialist

Alternative & High Schools

- Amy Jordan, Differentiation Specialist
- Tina Robinson, Director of AIG
- Lauren Sholley, Differentiation Specialist

Classroom Teacher

- Provides differentiated instruction and support for the Differentiated Education Plan
- Conferences with parents when student is identified to review test results and obtain signatures and complete required paperwork
- Meets face to face with parent and student to develop Individual Education Plan (IEP), obtain signatures, and complete required paperwork
- Communicates to parents and students about available school site enrichment activities
- Helps potential gifted student build screening portfolio and provides to AIG School Coordinator
- Maintains communication with GPS and parents
- Participates in ongoing professional development in support of teaching gifted learners
- Has genuine interest in gifted education (has certified license in gifted education or is actively pursuing; has local AIG PACE or is actively pursuing)
- Provides work samples for students to be put on screening (K-3)
- Communicates, develops lessons with and schedules model lessons with Differentiation Specialist (K-5 clusters)
- Communicates to parents and students about Governor’s School processes and deadlines (high school)

AIG School Coordinator

- Facilitates all GPS meetings and submits agenda/minutes to Director of AIG
- Facilitates and coordinates the school GPS team which is responsible for all record keeping and procedures related to state requirements for gifted students
- Submits December and April headscounts to Director of AIG
- Inform the regular classroom teacher of the specific AIG identification for each student as well as any students that are on the screening list
- Serves as a resource to the cluster teacher when applicable
- Meets with individual parents and parent groups when applicable
- Communicates & disseminates information about the program to parents & the community
- Coordination and support for AIG students and program
- Supports the use of the Differentiated Education Plan
- Organizes and implements school-wide ability testing with the Director of AIG
- Facilitates auditing feedback and compliance to feedback
- Facilitates the portfolio process (grades 5 and 7)
- Participates as needed in the district Portfolio Review Committee, Auditing Committee, and Governor’s School Nomination Committee
- Assists with school site enrichment activities
- Arranges for school representation at district AIG events
- Meets quarterly with the AIG School Coordinator’s PTO to share materials and ideas
- Communicates with the Director of AIG
- Communicates with School Improvement Team (SIT) regularly
**Differentiation Specialist**
- Provides assistance with gathering materials and resources, school event planning, and gifted education plan development based upon teacher/student need
- Co-teaches and provides model lessons in AIG-related cluster rooms
- Provides support and training to school staff for instruction in gifted differentiated practices and the use of the Differentiated Education Plan
- Provides instruction of AIG PAC courses
- Acts as liaison between school-site and Director of AIG to facilitate communication, screening lists, student service options, and resources
- Participates on the school GPS Team
- Assists with school compliance based on auditing feedback
- Assists with parent informational meetings
- Consultants with school and parents concerning gifted education program
- Provides on-going communication regarding AIG local plan, school and district program enrichment opportunities, and community programs
- Provides assistance for district AIG program enrichment opportunities and community programs
- Assists with individual testing when requested by Director of AIG
- Participates on district Portfolio Committee & Auditing Committee
- Provides ongoing communication regarding AIG local plan, school and district program enrichment opportunities, and community programs

**Student DEPs**
- Each AIG student creates a Differentiated Education Plan (DEP) in a meeting with his/her parent and teacher before September 30th.
- Elementary/Middle DEPs indicate services provided and allow for student choice in learning.
- All students fill out an interest inventory to help them decide what choice projects they want to work on for their DEPs.
- Students work on the choice projects in their DEPs when they compact out of the current objectives being taught in the classroom.
- Some DEPs may last all year. Other students may finish a DEP and create another DEP after the first one is finished.
- IB Schools and High Schools utilize an electronic DEP that is accessible to parents, teachers, and students at all times. A document explaining the DEP process at this level is signed by parents annually.

**Standard 3**
**Personal and Professional Development**
- Focused Practices
  - Ensures that Differentiation Specialists are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners
  - 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
  - Places AIG students in classrooms with teachers who have met the LEA's professional development for that position or have earned an AIG add-on licensure
  - Provides opportunities for AIG Differentiation Specialists and other teachers to plan, implement, and refine applications of their professional development learning

**AIG Teacher Professional Development**
- All teachers working with gifted students must:
  - have state licensure in gifted education,
  - be actively pursuing a state licensure in gifted education,
  - have a local AIG Professional Achievement Certificate (PAC), ~ or ~
  - be actively pursuing a local AIG PAC

- The ISS-AIG Department can help teachers financially who are interested in pursuing a state license in gifted education.

**ISS PAC Classes**
- **Elementary Fall 2012**
  - PAC 1 - Differentiation and the Learner - Not Offered
  - PAC 2 - Differentiation and Management - Course 1734
  - PAC 3 - Differentiation and Assessment - Course 1748
  - PAC 4 - Differentiation and Strategies - Course 1744
- **Elementary Spring 2013**
  - PAC 1 - Differentiation and the Learner - Course 1742
  - PAC 2 - Differentiation and Management - Not Offered
  - PAC 3 - Differentiation and Assessment - Course 1746
  - PAC 4 - Differentiation and Strategies - Course 1740
- **Middle/High Fall 2012**
  - PAC 1 - Differentiation and the Learner - Not Offered
  - PAC 2 - Differentiation and Management - Course 1736
  - PAC 3 - Differentiation and Assessment - Course 1745
  - PAC 4 - Differentiation and Strategies - Course 1743
- **Middle/High Spring 2013**
  - PAC 1 - Differentiation and the Learner - Course 1741
  - PAC 2 - Differentiation and Management - Not Offered
  - PAC 3 - Differentiation and Assessment - Course 1747
  - PAC 4 - Differentiation and Strategies - Course 1738
**Standard 4**
Comprehensive Programming within a School Community

**Focused Practices**
- 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
  - Parent Meetings
  - Staff Meetings
  - AIG Website
- 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.

**Standard 5**
Partnerships

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

**Enrichment Opportunities**

<table>
<thead>
<tr>
<th>Enrichment Activity</th>
<th>School Contact</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Fair</td>
<td>(school)</td>
<td>June 11-14, 2013</td>
</tr>
<tr>
<td>Math Expo</td>
<td>(district)</td>
<td>June 17-20, 2013</td>
</tr>
<tr>
<td>Chess</td>
<td>(district)</td>
<td>June 24-27, 2013</td>
</tr>
<tr>
<td>Spelling Bee</td>
<td>(school)</td>
<td></td>
</tr>
<tr>
<td>Robotics</td>
<td>(district)</td>
<td></td>
</tr>
<tr>
<td>Odyssey of the Mind</td>
<td>(district)</td>
<td></td>
</tr>
<tr>
<td>Battle of the Books,</td>
<td>(district)</td>
<td></td>
</tr>
<tr>
<td>sponsored by technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Enrichment Camp</td>
<td>Teresa Laws,</td>
<td>June 11-14, 2013</td>
</tr>
<tr>
<td></td>
<td>AIG Department</td>
<td>June 17-20, 2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>June 24-27, 2013</td>
</tr>
</tbody>
</table>

**District AIG Advisory Team**

- The Advisory Team meets quarterly to determine AIG progress and gap areas based on the AIG Local Plan.
- The team consists of students, parents, teachers, and administrators.
- If you are interested in serving on the team, please contact the Director of AIG.

**Standard 6**
Program Accountability

**Focused Practices**
- Monitors representation and retention data for under-represented populations in the current AIG program to include culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted and twice-exceptional

**Maintained Practice**
- AIG folder audits to check AIG paperwork will be done twice a year (October and February)
- AIG headcount will be done twice a year (December and April)
- AIG surveys will be given to students, parents, teachers, and administrators yearly and reviewed by the AIG Department (May)

**Folder Audits**
Coordinator To-Do List

1. Schedule Parent Meeting and Faculty Meeting at your school to share AIG PowerPoint... Contact Teresa Laws with dates.
2. Update the following slides in the PowerPoint:
   - Enrichment Opportunities Slide (32)
3. Hide the following slides in the PowerPoint:
   - PAC Slide (30 – Hide for Parents Only)
   - Folder Audits (36)
   - Coordinator To-Do List (37 & 38)

4. Accept AIG Shared Folder on e-mail.
5. Hold first GPS Meeting by September 30th and do a folder audit as a team. Contact Teresa Laws with all GPS dates.
6. See you on October 11th!

Thanking You!

Thank you for attending.
Please add plus/delta/issue bin items on the chart.

This presentation will be available on the District AIG Website
www.iss.k12.nc.us
(click on departments, curriculum, AIG)

Have a great school year!