

Mission/Vision Statement and Funding

Stanly County Schools (840) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* LEA Superintendent's Name:

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and related to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5).

These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this Local AIG Plan for 2025-2028. This Local AIG Plan has been approved by the LEA's local Board of Education or charter school's board of directors and sent to NC DPI for review and comment.

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

* Mission and/or Vision Statement(s)

Stanly County Schools is committed to fostering a culture of excellence that recognizes, nurtures, and challenges academically and intellectually gifted students. Through equitable identification, innovative instruction, and a supportive learning environment, we will empower AIG learners to reach their full potential as critical thinkers, creative problem solvers, and lifelong learners. By partnering with families, educators, and the community, we strive to provide rigorous, differentiated opportunities that inspire and prepare students for success in a diverse and evolving world.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 531,844.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification	
Stanley County Schools (840) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 1: Student Identification	<i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i>
* Practice A Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents.	
AIG Screening and Referral Process Overview	<p>Our screening and referral process aims to include all genders, races, socioeconomic statuses, and ability levels, ensuring that every K-12 student has an equal chance for AIG (Academically or Intellectually Gifted) identification.</p>
Universal Screening: While the referral process can begin in Kindergarten, the universal screening by AIG Specialists, begins in third grade with the Beginning-of-Grade (BOG) assessments. Then in fourth-grade all students take the Cognitive Abilities Test (CogAT).	
Annual Screenings: We utilize English-Language Arts (ELA) and Math End-of-Grade (EOG) testing data for annual screenings of students in grades 3-8. The Iowa Test of Basic Skills (ITBS) can be considered as an alternate assessment, if needed.	
Referrals for AIG Program: Any student, parent, community member, teacher, or staff member can refer a K-12 student for consideration in the AIG program. All referrals should be directed to the AIG specialist or the student's school contact. Our referral process incorporates typical (EOGs, EOCs, CogATs, ITBS) and atypical (Behavioral Checklist) screening data to create a comprehensive learner profile. The Needs Determination Team (NDT) at the school level uses this profile to decide if the student qualifies for AIG identification. The NDT is composed of the principal, classroom teachers, counselor, and the AIG specialist/contact. Please note that referrals do not guarantee testing or identification.	
K-2 Screening and Referral Process:	<ol style="list-style-type: none"> 1. Complete the AIG 103 Parent Referral Form (by a parent or community member). 2. SCS employees can refer students by contacting the AIG specialist/contact. 3. Review of AIG 112 Guidelines for Pre-assessing Reading and Mathematics Performance using mClass and i-Ready data. 4. Complete the AIG 106 TOPS form (observation rubric lasting 3 to 6 weeks). 5. The AIG specialist evaluates the data to see if the student meets the pre-screening criteria for CogAT testing. If eligible, the AIG specialist will contact the parent to explain the referral process and obtain written consent (AIG 105 Consent to Evaluate). 6. If eligible, the AIG specialist will contact the parent to explain the referral process and obtain written consent for further evaluation (AIG 105 Consent for Evaluation).

7. The collected data is reviewed by the AIG specialist/contact and presented to the NDT using the AIG 129 Student Screening Form K-2.

8. The NDT makes a decision: 1) “watch and wait” for more data, 2) gifted identification, or 3) non-placement (AIG 118). The AIG specialist/contact will explain the decision and provide the parent with a copy of AIG 129 and/or AIG 118.

3-12 Screening and Referral Process:

1. Complete the AIG 103 Parent Referral Form (by a parent or community member).
2. SCS employees can refer students by contacting the AIG specialist/contact.
3. The AIG specialist/contact will gather EOG, EOC, ITBS, and CogAT scores. We use the highest percentile from Age, Grade, and Local scores for the composite, verbal, quantitative, partial composite verbal, and partial composite quantitative.
4. If testing is necessary, the AIG specialist will contact the parent to explain the referral process and obtain written consent (AIG 105 Consent to Evaluate).
5. If needed, the AIG specialist/contact will provide the teacher with a HOPE Teacher Rating Scale (AIG 108). Stanly County Schools calculates a local norm periodically to determine what score is required to meet the criteria for placement in pathway 3. This allows for an even greater opportunity for underrepresented populations to qualify for the AIG program.

This process ensures a thorough and fair evaluation for all students considered for the AIG program.

*** Practice B**

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

Pathway Appendix

Ability Tests:

- Cognitive Abilities Test (CogAT)
- Scores valid for two years from the date of testing.
- Screened at 81st percentile

Achievement Tests:

- Iowa Tests of Achievement (Iowa)
- North Carolina End-of-Grade Test (EOG)
- North Carolina End-of-Course Test (EOC)
- Scores valid for one year from the date of testing.
- Screened at 81st percentile

CogAT Scores for AIG Eligibility:

- C = Composite of Verbal/Quantitative/Nonverbal
- V = Verbal
- Q = Quantitative
- PCV = Verbal/Nonverbal
- PCQ = Quantitative/Nonverbal

HOPE Scale (observation checklist used for 3-12 students):

- Locally normed for the district
- Valid for six months and can be administered after six months under the following circumstances
 - Must be over six months since the last HOPE scale was completed.
 - Must be a different referring teacher

▪ Academic Subscale

- Six items

▪ Social Subscale

- Five items

TOPS Form (observation checklist used for K-2 students)

- Learns easily
- Shows advanced skills
- Displays curiosity and creativity
- Have strong interest
- Shows advanced reasoning and problem solving
- Displays spatial abilities
- Shows motivation
- Shows social perceptiveness
- Displays leadership

Qualifying Scores

- Scores on different tests that align to measure or predict achievement in the same subject areas:
 - **CogAT C, PCV, and V:** Align with reading scores.
 - **CogAT C, PCQ, and Q:** Align with mathematics scores.
 - **ITBS Reading or Reading Total:** Align with reading scores
 - **ITBS Math and Math Total:** Align with mathematics scores.

AIG 100 (Multiple Criteria for K-2 Identification)

- **Pathway 1:**
 - CogAT composite score of 98% or higher.
- **Pathway 2:**
 - CogAT composite or verbal or partial composite verbal and/or quantitative or partial composite quantitative score of 90% or higher.
 - Must also score 98% or higher on Iowa reading and/or math.

Identification for K-2

- **IG (Intellectually Gifted):**
 - 98% or higher on full-scale composite
 - Does not qualify for reading or math achievement.
- **AIG (Academically or Intellectually Gifted):**
 - 98% or higher on full-scale composite aptitude (CogAT).
 - Minimum 90% Verbal Score (V, PCV, C).
 - Minimum 90% Quantitative Score (Q, PCQ, C).
 - 98% Reading achievement (ITBS).
 - 98% Math achievement (ITBS).

▪ **AG (Academically Gifted):**

- Minimum 90% Verbal Score (V, PCV, C).
- Minimum 90% Quantitative Score (Q, PCQ, C).
- 98% Reading achievement (ITBS).
- 98% Math achievement (ITBS).

▪ **AR (Academically Gifted Reading):**

- Minimum 90% Verbal Score (V, PCV, C).
- 98% Reading achievement (ITBS).

▪ **AM (Academically Gifted Math):**

- Minimum 90% Quantitative Score (Q, PCQ, C).
- 98% Math achievement (ITBS).

AIG 101 (Multiple Criteria for 3-12 Identification)

▪ **Pathway 1:**

- **IG**
 - 98% or higher on full-scale Composite aptitude (CogAT)
 - Does not qualify for reading or math achievement.

▪ **Pathway 2:**

- **AIG:**
 - 98% or higher on full-scale Composite (CogAT).
 - Minimum sum of 185 on Verbal score (V, PCV, C) with Reading achievement (EOG, EOC, ITBS).
 - Minimum sum of 185 on Quantitative score (Q, PCQ, C) with Math achievement (EOG, EOC, ITBS).
- **AG:**
 - Minimum sum of 185 on Verbal score (V, PCV, C) with Reading achievement (EOG, EOC, ITBS).
 - Minimum sum of 185 on Quantitative score (Q, PCQ, C) with Math achievement (EOG, EOC, ITBS).

<ul style="list-style-type: none"> • AR: <ul style="list-style-type: none"> ◦ Minimum sum of 185 on Verbal score (V, PCV, C) with Reading Achievement (EOG, EOC, ITBS). • AM: <ul style="list-style-type: none"> ◦ Minimum sum of 185 on Quantitative score (Q, PCQ, C) with Math achievement (EOG, EOC, ITBS). ▪ Pathway 3: <ul style="list-style-type: none"> • AIG: <ul style="list-style-type: none"> ◦ 98% or higher on full-scale Composite (CogAT). ◦ Minimum sum of 180 on Verbal score (V, PCV, C) with Reading achievement (EOG, EOC, ITBS). ◦ minimum sum of 180 on Quantitative score (Q, PCQ, C) with Math achievement (EOG, EOC, ITBS). ◦ Meets district criteria for the teacher rating scale (HOPE). • AG: <ul style="list-style-type: none"> ◦ Minimum sum of 180 on Verbal score (V, PCV, C) with Reading achievement (EOG, EOC, ITBS). ◦ Minimum sum of 180 on Quantitative score (Q, PCQ, C) with Math achievement (EOG, EOC, ITBS). ◦ Meets district criteria for the teacher rating scale (HOPE). • AR: <ul style="list-style-type: none"> ◦ Minimum sum of 180 on Verbal score (V, PCV, C) with Reading achievement (EOG, EOC, ITBS). ◦ Meets district criteria for the teacher rating scale (HOPE). • AM: <ul style="list-style-type: none"> ◦ Minimum sum of 180 on Quantitative score (Q, PCQ, C) with Math achievement (EOG, EOC, ITBS). ◦ Meets district criteria for the teacher rating scale (HOPE). 	<div> <div></div> <div>Click here to remove the table and use only the narrative field.</div> </div>
<p>* Practice C Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, multilingual learners, highly gifted, and twice-exceptional.</p>	

Stanly County Schools Pathways for Underrepresented Populations

Stanly County Schools is committed to creating multiple pathways that offer opportunities for underrepresented populations. This effort aims to ensure fair access to resources and support through nonverbal scores and teachers observations using the TOPS form (K-2) and the HOPE Scale (3-12). There is a digital database for HOPE Scale data, which includes race/ethnicity.

Collaboration Among Educators

AIG (Academically and Intellectually Gifted) specialists and contacts will work together with support personnel, including classroom teachers, English Learner (EL) teachers, and Exceptional Children (EC) teachers. This collaboration ensures that students from underrepresented populations are identified and not overlooked.

Data Review and Screening Procedure

AIG specialists and contacts will review data from various sources, including End-of-Grade (EOG) and End-of-Course (EOC) assessments, EVAAS (Education Value-Added Assessment System), and local benchmark data on an annual basis. This review will help develop screening procedures specifically for underrepresented populations.

The district exhibits significant disparities between the overall student population and those identified as AIG (Academically or Intellectually Gifted). Specifically, Caucasian or white students are notably overrepresented among AIG-identified individuals, while African American and Hispanic students are underrepresented in this category.

Race/Ethnicity	AIG Count (Female/Male)	AIG% (Female/Male)	Overall Count	% of student Population
Asian	21 (9/12)	2% (42%/57%)	255	3%
Black/African American	35 (17/18)	4% (49%/51%)	1302	15%
Hispanic	60 (29/32)	7% (48%/53%)	1057	12%
American Indian/Alaskan Native	1 (0/1)	0% (0%/100%)	22	0%
Two or More	47 (21/26)	5% (45%/55%)	615	7%
Native Hawaiian/Pacific Islander	0 (0/0)	0% (0%/0%)	6	0%
White	706 (319/382)	81% (45%/54%)	5472	63%
Total	870	100%	8729	100%

Percent of Total AIG Students Identified as Dual Exceptionality = 1.1%

Talent Development Programs

Elementary AIG specialists will offer nurturing services through Talent Development programs for second and third-graders (TD2 and TD3). This program ensures that underrepresented students are considered and discussed as potential candidates for referral into the AIG program.

Monitoring Student Demographics

A digital log will be maintained to track the demographics of students selected for Talent Development programs. This log will help monitor and ensure that underrepresented populations are adequately represented.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	<5%	5.19%	---	6.82%	---	12.10%
Male	9.60%	<5%	5.94%	---	8.15%	---	13.13%
Total	8.17%	<5%	5.56%	---	7.50%	---	12.64%

Percent of Total AIG Students Identified as Dual Exceptionality

<5%

*** Practice D**

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

AIG Referral and Identification Procedures

At the beginning of the year (BOY), AIG specialists and contacts participate in Professional Learning Communities (PLCs) to discuss processes for referrals and identification. During this time, an annual AIG Overview slideshow is presented.

The AIG Coordinator regularly meets with school administration during principal and curriculum coaches meetings to ensure alignment and communication.

AIG specialists and contacts are responsible for administering screening and identification assessments. This is done to maintain consistent testing procedures. Data collected by the district is securely stored in the classrooms of AIG specialists and contacts for easy access. The AIG Coordinator and/or Lead reviews AIG folders to confirm that the district's screening, referral, and identification processes are applied consistently.

The elementary school AIG specialists create and maintain a digital screening log/spreadsheet every year. This log/spreadsheet contains the names of any student who meets the CogAT or EOG criteria and students who may need further research. In this digital log, elementary AIG specialists enter essential details, including:

- Student's last name and first name
- Grade Level
- Placement in reading and/or math
- Aptitude scores (CogAT)
- Date of CogAT assessment
- Achievement scores and dates (BOG, EOG/EOC, ITBS)

<ul style="list-style-type: none"> Additional notes <p>This data is updated throughout the school year as new information becomes available.</p>	<p>* Practice E Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large.</p> <p>Information on Screening, Referral, and Identification Procedures School staff and parents/guardians can find information about screening, referral, and identification procedures online. This information is available on the following resources:</p> <ul style="list-style-type: none"> Stanly County Schools AIG Website Resources for Classroom Teachers AIG Shared Folder AIG Specialist/Contact <p>The information is shared through various methods, including:</p> <ul style="list-style-type: none"> The SCS AIG Website An annual AIG Program Update Presentation that explains the screening, referral, and identification processes In-person and virtual parent conferences and phone calls Emails and the AIG Brochure A monthly newsletter for classroom teachers and parents of AIG students. <p>These resources ensure that stakeholders stay informed about the AIG procedures.</p>
<p>* Practice F Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.</p>	<p>Student Folders for AIG Documentation Student folders hold all the documentation related to the AIG (Academically or Intellectually Gifted) program gathered during the screening and referral process. As students move through their education, these folders are kept current and transferred when they go from elementary to middle school and from middle school to high school.</p> <p>The AIG Coordinator and AIG Lead Specialist regularly check the AIG records to ensure that student placements and services are consistent across the district. Additionally, the student information system (SIS) is updated whenever there are changes to a student's AIG identification.</p>

<p>* Practice G</p> <p>Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is developed and reviewed annually with parents/ guardians to ensure effective programming, provide a continuum of services, and support school transitions.</p>	<p>Identifying AIG Students and Creating a Differentiated Education Plan</p> <p>When a student is identified as AIG (Academically or Intellectually Gifted), the AIG specialist or contact will create a Differentiated Education Plan (DEP). Two forms are used based on grade levels: AIG 114 for grades K-8 and AIG 115 for grades 9-12.</p> <p>When a student is identified as IG (Intellectually Gifted), the AIG specialist or contact will create an Individualized Differentiated Education Plan (IDEP) AIG 116</p> <p>A conference will be scheduled with the student's parents, which can be conducted by phone, virtually, or in person. During this conference, the AIG specialist or contact will review the DEP/IDEP with the parent/guardian. The DEP/IDEP will outline the options for service delivery, ways to differentiate instruction, and opportunities for modifying content to meet the student's needs.</p> <p>A new DEP/IDEP is developed each year at the beginning of the school year. This annual update provides an opportunity to discuss the gifted services available and address the student's individualized needs with their parent or guardian.</p> <p>The DEP/IDEP will be shared for review by parents of newly placed students in AIG services. This allows parents to understand the services offered and ask any questions related to the curriculum.</p> <p>The NDT (Needs Determination Team) will review the DEP/IDEP and the differentiated services provided for each identified AIG student twice a year. They will also make AIG service recommendations for the student's next grade level.</p>
<p>* Ideas for Strengthening the Standard</p> <p>AIG Coordinator and Team Meetings</p> <p>The AIG Coordinator, AIG specialists, and the Director of Testing and Accountability should meet at the beginning of the school year and again in the third quarter. These meetings aim to:</p> <ul style="list-style-type: none">▪ Review data related to AIG students and those from underrepresented groups. <p>Support for AIG Student Identification</p> <p>Staff Assignment for AIG Student Identification</p> <p>Staff members should be designated to assist with the referral and identification of potential AIG (Academically or Intellectually Gifted) students in middle and high schools. Their support will involve the following tasks:</p> <ol style="list-style-type: none">1. Documenting Services: Keep records of the services provided to current AIG students within their Differentiated Education Plans (DEPs).2. Collaboration for DEPs: To successfully implement the Grades 9-12 Differentiated Education Plans (DEPs), AIG specialists should work together with high school counselors and teachers. This collaboration will ensure that student schedules and placements in honors and Advanced Placement (AP)	

classes are consistently monitored.

Updating the District AIG Website

The district AIG website must be updated regularly to ensure all information is current and easily accessible.










Collaboration with High School Counselors

It is important to hold meetings with high school counselors to:


- Update the screening logs for grades 9-12.
- Effectively review the Differentiated Education Plans (DEPs).

Planned Sources of Evidence

* Updated Forms 2025-2028	
* Annual AIG Update	
* Updated identification decisions and norms	

Type	Documents	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A		 AIG 116 Individual Differentiated Education Plan  AIG 101 Pathways 3-12  AIG 107 Iowa Assessment Score Report  AIG 105 Consent to Evaluate  AIG 115 DEP 9-12  AIG 114 K-8 DEP  AIG 100 Pathways K-2  AIG 108 HOPE Scale Teacher Rating  AIG 129 Student Screening and Referral Form K-2 3-12

 [AIG 106 TOPS form](#)

 [AIG 118 Non Placement Notice](#)

 [AIG 200 CogAT Score Report](#)

 [AIG 112 K-2 Performance Data for Teachers](#)

 [AIG 103 Parent Nomination and Referral Form](#)

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

The LEA provides a K-12 AIG program with an array of services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services will develop students' strengths through intentional learning experiences in various domains that are not dependent on the students' demographic background or economic means.

*** Practice A**

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

Grades K-5

In elementary school, programming for gifted learners follows an enrichment model. The AIG specialists provide services through a pull-out system, where students leave their regular classrooms for specialized instruction. AIG (Academically and Intellectually Gifted) specialists work closely with classroom teachers, administrators, and other essential support staff to enhance and nurture our young learners. Students may also have content or grade acceleration opportunities based on their needs.

Grades 6-8

In middle school, gifted learners participate in advanced reading and math classes. AIG-certified teachers collaborate with grade-level teams to offer curriculum support and model lessons as needed. The curriculum is compacted and accelerated, and students may also have content or grade acceleration opportunities based on their needs.

Grades 9-12

High school students can take Honors and Advanced Placement (AP) classes. Two of our traditional high schools provide AP courses, either in-person or through telepresence with a live teacher. Additional programs for high school students include Career and College Promise, Stanly Early College, Stanly STEM Early College, and North Carolina Virtual Public Schools (NCVPS).



Early Colleges (Grades 9-13)

Stanly Early College is a public high school located on the Stanly Community College campus. Students can attend tuition-free while earning an associate's degree or certification. These schools are part of the NC Cooperative Innovative High Schools and serves students in grades 9-13. Students can also participate in internships and job-shadowing experiences at Atrium Stanly Healthcare.

Stanly STEM Early College is another public high school located on the campus of Albemarle High School. It offers a challenging curriculum focused on science, technology, engineering, and mathematics (STEM).

College and Career Promise

Through the Career and College Promise (CCP) program, qualified high school students in North Carolina can pursue college courses tuition-free while still in high school. This helps them prepare for college and careers. SCS offers College Transfer Pathways in Associate in Arts, Associate in Science, and Associate in Nursing; as well as Career and Technical Education pathways in 25 subjects. Seven Career and Technical pathways allow students to earn an SCC certificate upon completion, and students in grades 9-10 can enroll in some pathways if they meet eligibility requirements.

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*** Practice B**

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

Collaboration in AIG Programs

AIG specialists and contacts work together using existing team structures, like Professional Learning Communities (PLCs), to talk about student needs with other staff members. They also collaborate with school counselors as needed. This teamwork helps ensure that AIG students receive guidance or additional support when necessary.

School counselors are involved in the screening and referral process as part of the Needs Determination Team (NDT). AIG specialists and contacts keep parents and classroom teachers informed about specific student needs.

Social-Emotional Learning (SEL) lessons are included in the AIG curriculum. Additionally, the monthly newsletters sent to parents and teachers from the Elementary AIG program contain information about SEL topics.



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*** Practice C**

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

AIG Coordinator Responsibilities

The AIG Coordinator collaborates with the Directors of Testing and Accountability, Finance, and Human Resources to support the AIG program. Monthly meetings with Curriculum Coaches and Administration provide opportunities to discuss and promote the interests and needs of the AIG program.

Teachers and Contacts Collaboration

AIG specialists and contacts work with classroom teachers from different subjects to include AIG services in their teaching. They participate in professional learning community (PLC) meetings whenever possible. AIG specialists and contacts also share information across the district by maintaining a list of available AIG resources and programs that schools can use.

*** Practice D**

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

Summary of House Bill 986 and Student Placement

According to House Bill 986, students who achieve a Level 5 on their End-of-Grade (EOG) mathematics tests can enroll in advanced courses if available, regardless of whether they have special identification. PART II: ADVANCED COURSES IN MATHEMATICS BILL ANALYSIS: Part II would require local boards of education to offer advanced courses in mathematics in grades three and higher when practicable. Students who score a level five on end-of-year math tests

<p>must be placed in advanced math classes the following year. Students may only be removed from the advanced course if a parent or guardian provides written consent.</p> <p>Flexible Grouping Opportunities</p> <p>For students in Grades 2-3, TD2 and TD3 programs allow for flexible grouping. Students are grouped differently throughout the year to focus on various thinking skills. Depending on their skill levels, different students receive tailored support.</p> <p>Analyzing Student Data</p> <p>Schools analyze student achievement and growth data each year to decide how to group students. This analysis impacts students' placement in elementary, middle, and high schools.</p> <p>Consideration for Advanced Courses</p> <p>Students not identified as Academically Intellectually Gifted (AIG) can still be considered for advanced and honors courses based on their data and past performance.</p> <p>Use of Assessment Data</p> <p>Schools look at local and state tests like i-Ready, NC Check-ins, EOGs, and mClass three times a year. This helps them understand how to group students differently and find out what each student needs to learn better in their regular classes.</p>	
<p>* Practice E</p> <p>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.</p>	
<p>Communication of AIG Services in Stanly County Schools</p> <p>Stanly County Schools keeps employees updated about AIG (Academically and Intellectually Gifted) services and other important information in various ways:</p> <ol style="list-style-type: none">1. AIG Program Update Presentation: At the start of each school year, the AIG Coordinator creates a presentation summarizing key updates. This presentation is shared during meetings for district principals and curriculum coaches.2. Sharing with AIG Staff: After the initial presentation, it is shared with AIG staff members, who present the information at each elementary and middle school in the district.3. NDT Team Leadership: AIG specialists or contacts act as chairs for their schools' NDT (Needs Determination Team). They ensure that everyone understands and follows the AIG forms and guidelines consistently.4. Instructional Services Discussions: AIG specialists/contacts hold discussions about instructional services and programs with grade-level teams and other staff members to ensure everyone is informed.5. Resource Accessibility: A shared Google Drive folder is available to all elementary classroom teachers to maintain consistency throughout the district. This folder contains important documents, including the Local AIG Plan, forms, procedures, and other resources related to AIG services. <p>This structured approach helps ensure that all staff members are informed in supporting AIG students.</p>	

<p>* Practice F Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.</p>	<p>Notification of Services for AIG Students</p> <p>At the start of each school year, AIG specialists and contacts inform instructional staff about the services available for AIG (Academically or Intellectually Gifted) students through DEP meetings and headcount information.</p> <p>Student Folder Maintenance</p> <p>Student folders are kept up to date as students move from elementary to middle school and then from middle school to high school. In addition to this, AIG specialists share student folder contents with new schools for any student transfers.</p> <p>Data Accuracy</p> <p>AIG specialists and contacts update and review the student information management system data every six months to ensure accurate information.</p> <p>Annual Meetings for Transition</p> <p>Each year, AIG specialists and contacts meet to discuss the transition of student documentation (such as folders) and to set individual goals and service recommendations for students moving from elementary to middle school.</p> <p>Transitioning to High School</p> <p>When students transition from middle to high school, AIG specialists and contacts collaborate with the new school to recommend courses and discuss any service changes.</p> <p>Freshman Transition Experience</p> <p>All high schools offer a transition experience for incoming freshmen before they start Grade 9.</p> <p>Support for Seniors</p> <p>High school seniors are given opportunities to prepare for their next steps through informational meetings about FAFSA, college preparation, scholarships, and military options.</p>
<p>* Practice G Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.</p>	<p>Acceleration Opportunities Overview</p> <ul style="list-style-type: none"> ▪ Compacted Content Students in Grades 6-8 who qualify will participate in the Compacted Math program. This program is designed to prepare them for Math 1 in Grade 8. Beginning in the 2025-2026 school year, two middle schools will offer Spanish (HS credit). Additional acceleration in specific subjects will be provided individually, depending on the criteria for subject acceleration.

- **Credit by Demonstrated Mastery**

Students in Grades 6-12 have the opportunity to complete portions of courses to obtain course credit based on areas of advancement and strengths. Students are able to focus on these areas for added credit.

- **Dual enrollment/Advanced Course Opportunities**

Students can also take advantage of virtual advanced courses through NC Virtual Public School (NCVPS) and have the option for dual enrollment at Stanly Community College. Currently, two high schools offer AP courses.

- **Considerations for Acceleration**

Appendix E outlines considerations for students with exceptional academic abilities who are mature enough for acceleration or early entry into advanced programs. Appendix G outlines the criteria for grade-level acceleration. The Needs Determination Team discusses these considerations and the criteria guidelines to determine if acceleration is warranted. If a student qualifies for acceleration, the AIG specialist will create an Individualized Differentiation Education Plan (IDEP) to meet the student's specific needs.

- **Early Admission to Kindergarten**

Stanly County Schools will adhere to the guidelines for "Early Admission to Kindergarten," as outlined in Appendices E, F, and G, along with AIG forms 119 and 120.

*** Practice H**

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

Talent Development Curriculum Overview for Grades K-3

We have a curriculum designed for talent development in grades K-1, but currently, we lack the necessary personnel to implement it. In grades 2 and 3, our Elementary AIG specialists provide talent development opportunities (TD2 and TD3). Stanly County Schools calculates a local norm periodically to determine what score is required to meet the criteria for placement in pathway 3. This allows for an even greater opportunity for underrepresented populations to qualify for the AIG program.

The AIG specialists use the **Primary Education Thinking Skills (PETS)** curriculum, a structured program to enhance thinking skills for students in grades 2-3. PETS lessons cover various areas, including:

- **Convergent analysis**
- **Divergent synthesis**
- **Visual/spatial thinking**
- **Evaluation**

The program is based on the higher levels of **Bloom's Taxonomy**. PETS helps build behavioral portfolios for talented learners, allowing them to showcase their unique strengths.

Teachers collaborate through discussions in **Professional Learning Communities (PLCs)** and other communication methods. AIG specialists provide regular education teachers with attributes to help identify students who could benefit from enrichment instruction in each thinking area (convergent, divergent, visual/spatial, and evaluative).

<p>Additionally, classroom teachers offer intervention and enrichment for all students.</p>	
<p>* Practice I Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.</p>	
<p>Equity and Excellence for Gifted Students in 4-12</p> <p>SCS is committed to promoting equity and excellence by broadening access to advance learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.</p> <p>Current SCS Strategies:</p> <p>Growth Mindset SCS encourages gifted students to adopt a growth mindset by emphasizing effort and persistence through classroom discussions, activities, and recognition of progress.</p> <p>Encouraging Collaboration Foster collaboration among gifted students through group projects and peer learning opportunities. This helps them develop social skills while enhancing their understanding of complex concepts.</p> <p>AVID (Advancement Via Individual Determination) AVID is essential for promoting equity and excellence and access to advanced learning opportunities for gifted students, ensuring that all learners have equitable chances to excel. It employs strategies that expand access to advanced learning opportunities. AVID is being offered in some of our middle schools. It/AVID focuses on several key areas:</p> <ol style="list-style-type: none"> 1. Targeted Support: AVID identifies and supports students who are traditionally underrepresented in advanced courses, ensuring they have the resources needed to succeed. 2. Skill Development: The program emphasizes the development of critical skills such as organization, study habits, and academic resilience. These skills are essential for students to thrive in rigorous academic environments. 3. Mentorship and Guidance: AVID provides mentorship through trained educators and peer tutors, helping students navigate their educational pathways and encouraging them to pursue advanced learning options. 4. College and Career Readiness: The curriculum includes components that prepare students for college and career success, promoting a mindset that values higher education as an attainable goal for all. 5. Community Engagement: AVID fosters partnerships with families and the community, creating a supportive network that encourages students to aspire to and achieve excellence in their academic pursuits. <p>Our Vision We want to provide great learning opportunities for students in grades 4-12 by developing a variety of talent programs. In this planning period, we are dedicated to thinking creatively and improving our strategies to successfully put these programs into action. Here are some examples of what we aim to offer:</p> <p>Access to Resources Ensure that gifted students have access to advanced resources, including books, technology, and mentorship programs. Providing a variety of learning materials can stimulate their interest and support their learning journey.</p>	

Mentorship Opportunities

Our vision is to establish a mentorship program that connects gifted students with professionals in their areas of interest. This will provide real-world insights and encourage deeper exploration of their talents.

Parental Involvement

Engage parents in the learning process by providing resources and workshops that inform them about gifted education. Their support can reinforce the importance of advanced learning opportunities at home.

Frontloading Advanced Concepts

Introduce advanced learning opportunities early by frontloading content. This can involve providing introductory materials or pre-tests that allow students to engage with advanced topics before they are formally taught.

*** Practice J**

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

Opportunities for Students and Parents

Students and parents can find information about local and regional opportunities on the district's AIG webpage and through individual schools. Here are some of the opportunities available:

- **Middle School Math 24 Competition**
- **K-8 Robotics Competition**
- **Science Fair**
- **Battle of the Books** (for grades 3-8)
- **STEM Camps** (in partnership with Pfeiffer University)
- **Scholastic Contests** (math and reading)
- **Soil and Water Conservation Essay Contest**
- **Dual Enrollment**
- **National Honor Society**
- **Beta Club**
- **Credit through Demonstrated Mastery (CDM)**
- **National Career Technical Honor Society**
- **Advanced Online Courses**
- **Summer Ventures**

- Quiz Bowl
- Internships/Job Shadowing
- Career Technical Student Organizations
- Competitive Events
- Mentoring/Tutorial Opportunities at elementary and middle schools
- Camp Invention

These programs provide valuable experiences for students to enhance their learning and skills.





*** Ideas for Strengthening the Standard**

Enhancing AIG Services for Secondary Students

1. **Improve AIG Services:** Work on enhancing the AIG (Academically and Intellectually Gifted) services specifically for secondary students.
2. **Annual Update Presentation:** Collaborate with the Director of Secondary Education to present the Annual AIG Update to secondary teachers, high school counselors, and staff.
3. **Transition Letter for Incoming Students:** At the end of the school year, send a transition letter to students moving into Grades 6th and 9th grade. This letter should outline the AIG services available for Grades 6-8 students and 9-12 and explain the Grades 9-12 DEP (Differentiated Education Plan).
4. **Address Social-Emotional Needs:** Continue implementing a district-wide plan that focuses on meeting the social-emotional needs of gifted students.
5. **Professional Development for AIG specialists:** Provide ongoing and targeted professional development opportunities for AIG specialists and contacts to support their work with gifted students.

Planned Sources of Evidence

* Updated AIG Forms 2025-2028	
* Iowa Acceleration Scale	
* AIG specialist service schedules	
* Transition letters	

Documents		
Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	 <u>AIG 119 Early Entrance to K Documentation Form</u>
		 <u>AIG 120 Early Entrance Application for Parents</u>
		 <u>AIG 108 HOPE Scale Teacher Rating</u>
		 <u>Back of HOPE scale Verification Form</u>

Standard 3: Differentiated Curriculum and Instruction

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Standard 3: Differentiated Curriculum and Instruction

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

* Practice A

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

Stanly County Schools Curriculum Overview

Stanly County Schools has updated its pacing guides to align with the North Carolina Standard Course of Study. The district's Curriculum and Instruction Leadership Team works together to ensure that the curriculum and teaching methods are effective and meet the needs of all students. They focus on:

- Curriculum Development
- Instructional Strategies
- Assessment
- Fostering Equity and Inclusion

Differentiation for Gifted Students

- Curriculum coaches meet weekly with teachers to:
 - Discuss and evaluate curriculum differentiation for gifted students.
 - Assess the impact of differentiation on growth in assessment data.
- Due to staffing limitations, AIG specialists:
 - Cannot regularly attend PLCs.
 - Have access to data for classroom support.
 - A digital resource in K-5 has been created, including:
 - A shared Google folder.
 - Canvas platform with ELA and Math enrichment and extension activities for gifted students.
- Each elementary school has received:

- A copy of The Math Curriculum for Gifted Students for grades 3-5 from The Center for Gifted Education at William & Mary.

- Elementary AIG specialists have aligned this resource with the SCS pacing guide to assist teachers in differentiating math lessons for gifted students.

K-12 classroom teachers are expected to adjust their teaching to support gifted students. This is mainly done through:

- **Cluster Grouping:** Grouping gifted students together for certain lessons.
- **Flexible Small-Group Instruction:** Allowing for smaller groups tailored to students' needs.

Blended Learning

Teachers use blended learning techniques by incorporating one-to-one technology, which helps create personalized learning environments for each student. Some students may also receive content replacement within flexible grouping practices.

Extension Opportunities

AIG (Academically or Intellectually Gifted) specialists encourage students to participate in various extension activities such as:

- **County-wide Battle of the Books Competition**
- **County-wide Spelling Bee**
- **Science Fair**

Acceleration Opportunities

The aim is to put students in the best learning environment that meets their academic, social, and emotional needs while ensuring they are in the least restrictive setting. This approach is for all students, including preschoolers, who may need different levels of support in their subjects, complete grade-level changes, or adjustments in their curriculum.

Compacted Math Curriculum

For grades 6-8, gifted students in math can access a compacted math curriculum to prepare for Math I in grade 8. Content acceleration is provided based on specific criteria for subject acceleration.

Advanced Opportunities for High School Students

Students in grades 9-12 have the opportunity to take:

- **Advanced Placement (AP) Courses**
- **Honors Courses**
- **Early College Courses**
- **Career and College Promise (CCP) Courses**

This structure ensures that all students receive the support and challenges they need to succeed. extension activities.

*** Practice B**

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

School-Based Teaming Structures

School-based teams, such as grade-level and subject-area teams, assist teachers in implementing effective teaching methods. At the elementary level, curriculum coaches support teachers by:

- Leading discussions on student data to enhance learning.
- Organizing flexible groups for additional support or advanced learning.
- Guiding the Multi-Tiered System of Support (MTSS) to address student needs.
- Assisting in curriculum adaptation for all students.

AIG Services Overview

At the elementary level, AIG (Academically and Intellectually Gifted) teachers use a resource pull-out model, providing specialized instruction for gifted students based on their identification. AIG reading services focus on enhancing reading skills, while AIG math services emphasize differentiated instruction to increase depth and complexity rather than advancing to higher grade-level content.

Throughout the year, the AIG Specialists weave Social and Emotional Learning into our curriculum by utilizing Project-Based Learning (PBL) units. Topics include perfectionism, what it means to be gifted, dealing with disappointment, etc. This dynamic approach not only enhances student engagement but also fosters essential skills such as collaboration, empathy, and self-regulation. By immersing students in real-world projects, we create opportunities for them to connect with their emotions and develop meaningful relationships with their peers.

In middle school, AIG services utilize cluster grouping, allowing gifted students to learn together by subject and grade level. Starting in Grade 6, students begin curriculum compacting in math to prepare for Math 1 in Grade 8. This approach ensures readiness for advanced math courses.

For high school students in Grades 9-12, the curriculum offers differentiated services, and gifted students are encouraged to enroll in advanced courses such as Honors, AP (Advanced Placement), Early College, and CCP (College Credit Plus). AIG identification is retained throughout high school, with annual reviews by counselors, students, and parents to select suitable classes. AIG-identified students also have access to consultative services from counselors and teachers as needed.

Differentiation

K-12 teachers are expected to adjust their teaching methods daily to accommodate gifted students, primarily through cluster grouping and flexible small-group instruction. Effective differentiation strategies include:

- **BINGO:** A versatile game adaptable for different subjects.
- **Choice Boards:** Allowing students to select from various activities.
- **Tic-Tac-Toe Boards:** Offering tasks in a tic-tac-toe format.
- **Menus:** Presenting a list of activities for student choice.
- **Independent Learning Contracts:** Agreements between teachers and students outlining learning goals and tasks, allowing students to select activities that promote ownership of their learning while meeting educational objectives.

Elementary AIG teachers also utilize:

- **Project-Based Learning**

Engage students with hands-on projects that allow them to explore and deepen their understanding of core concepts in a dynamic way.

- **Critical Thinking Tasks**

Incorporate activities tailored to enhance learners' critical thinking and problem-solving skills, fostering an environment where they can tackle challenges effectively.

- **Online Curriculum Tools**

Utilize digital resources that not only support but also enrich student learning experiences, making education more accessible and interactive.

- **Professional Learning Communities**

Create collaborative spaces for educators to come together and discuss the academic, intellectual, social, and emotional needs of advanced learners, encouraging shared insights and strategies.

- **Shared Google Folder/Canvas**

Equip teachers with a digital resource hub where they can easily access forms, newsletters, and critical-thinking activities, streamlining communication and resource sharing.

- **Planning Time**

AIG specialists are given time to research, identify, evaluate, and share resources to be used by AIG students.

In conclusion, the comprehensive support and differentiated instruction provided by AIG services and school-based teams ensure that gifted students receive the tailored educational experiences they need to thrive academically and socially.

*** Practice C**

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

For Classroom Teachers: AIG Activities and Support for Gifted Students

Additionally, AIG Specialists supply K-5 teachers with a **hub** filled with digital resources for enrichment in **English Language Arts (ELA), Math, and Critical Thinking**. The hub is maintained by the AIG team and is constantly being updated and new resources are being added. This helps enhance learning experiences in the classroom.

K-5 teachers have access to resources such as: Math Stars and Math Superstars and the Math Curriculum for Gifted Students from the Center for Gifted Education at the College of William & Mary. These resources align with the pacing guide of Stanly County Schools and the North Carolina Standard Course of Study (NCSCOS).

For students in grades 6-8 identified in math, a compacted math curriculum is available to prepare them for Math 1 in grade 8. Starting in the 2025-2026 school year, two middle schools will offer Spanish (HS credit), and potentially adding with an (HS credit) English or History at one middle school. Content acceleration is offered as needed, based on specific criteria. High school students in grades 9-12 can also enroll in Advanced Placement (AP), honors, Early College, and Career and College Promise (CCP) courses. One high school currently offers AP Calculus AB, and another offers AP Literature and Composition.

Teachers use blended learning with one-to-one technology to create personalized learning environments. Some students may receive different content based on flexible grouping practices. Additionally, AIG (Academically and Intellectually Gifted) teachers encourage students to join extension activities like the Battle of the Books competition, spelling bee, and science fair.

<p>With one-to-one technology in Stanly County Schools, elementary AIG Specialists supplement instruction through Canvas, the online learning management system. The AIG Canvas course includes online extensions like NCDPI's K-12 Advanced Learning Labs, STEAM challenges, BreakoutEDU, and other educational websites.</p> <p>In elementary and middle schools, school counselors and health teachers address students' social and emotional needs within their classes. For students in Grades K-5, content and grade acceleration are available individually. Teachers collaborate with AIG Specialists in Grades 6-8 to implement advanced vocabulary activities, reading selections, and a compacted curriculum.</p> <p>SCS uses the NCDPI 4:3 Compacted Model Curriculum for mathematics to support gifted learners effectively.</p> <p>AIG Specialists: Activities and Support for Identified AIG Students</p> <p>Elementary AIG specialists are responsible for creating and planning activities that provide enrichment opportunities for students. They utilize various curriculum supplements and enhancements, including:</p> <ul style="list-style-type: none">▪ Jacob's Ladder from the College of William & Mary▪ Project-Based Learning (The PBL Project)▪ Michael Clay Thompson's Caesar's English and Building Language▪ BreakoutEDU's digital and physical Breakout Kits▪ Additional differentiated curriculum▪ Online resources via the Canvas course <p>The Social-Emotional Learning (SEL) curriculum for AIG students includes units from:</p> <ul style="list-style-type: none">▪ Christine Fonseca's "I'm Not Just Gifted: Social-Emotional Curriculum for Guiding Gifted Children"▪ Judy Galbraith's The Survival Guide for Gifted Kids (10 and under and middle school)▪ AIG Specialists created units:<ul style="list-style-type: none">• What It Means to Be Gifted• Being Different, Making Friends, and Bullying• Perfectionism• Growth Mindset and Dealing with Boredom• Stress and Anxiety <p>* Practice D Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.</p>	
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SCS Durable Skills Development Overview

Stanly County Schools is committed to fostering an inclusive environment emphasizing collaboration, adaptability, communication, critical thinking, empathy, and accountability. Our goal is to address every student's unique academic, social, and emotional needs. We recognize that all students, including those who are gifted, play a vital role in our diverse school community and are essential contributors to the future success of our thriving communities.

SCS Student Development Program

Grades K-12

SCS helps students develop important skills and attitudes that will help them succeed after high school.

Opportunities in Grades K-5

In grades K-5, classroom teachers create and organize activities that promote teamwork, collaboration, and leadership through student learning teams. Teachers also encourage students to form and manage their own learning teams, which helps them build teamwork and leadership skills that they can use in the future.

Engaging Learning Approaches

Elementary AIG specialists use engaging methods like BreakoutEDU and Project-Based Learning (PBL) to focus on the 4Cs:

- **Communication**
- **Critical Thinking**
- **Collaboration**
- **Creativity**

Social and Emotional Learning

Social and Emotional Learning (SEL) lessons teach students about empathy, having a positive attitude, and taking personal responsibility.

Support in Schools

In both elementary and middle schools, counselors and health teachers address students' social and emotional needs during their classes.

Grades 6-8

In grades 6-8, SCS prepares students for the future through the Advancement Via Individual Determination (AVID) program. In AVID, students learn valuable strategies that help them succeed after high school. They explore college and career paths, visit colleges, and develop leadership skills.




Grades 9-12

In grades 9-12, SCS helps students gain skills for the future by applying what they learn to real-world situations. Students have opportunities for internships, community service, Teacher Cadet programs, CNA certification, and more. They can earn industry certifications such as CNA, OSHA, CISCO, Microsoft, ETA, and National Career Readiness. Students can also participate in job shadowing and internships at local hospitals, medical offices, nursing homes, police departments, judicial offices, and manufacturing companies (e.g., Preform Line Products, Michelin). Additionally, they can work with local restaurants, grocery stores, farms, and processing plants.

* Practice E

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

<p>District leaders are responsible for establishing assessment practices that measure student learning and instructional effectiveness. This involves analyzing data to inform decisions and improve teaching practices. (NC Check-Ins [at the beginning, middle, and end of the year], mClass benchmarks [at the beginning, middle, and end of the year], i-Ready diagnostics [at the beginning, middle, and end of the year], EOGs and EOCs [at the end of the year], etc.)</p> <p>School staff gather essential information about gifted students in a Multi-Tiered System of Support (MTSS) comprised of teachers, administrators, curriculum coaches, and other support staff. This includes assessment data that shows how well the gifted students are learning and personal information like attendance, behavior, and social-emotional needs.</p> <p>This data is then used in school-based Professional Learning Communities (PLCs). In these groups, educators work together to make informed decisions about instruction that help gifted students reach their academic goals.</p> <p>Additionally, teachers are encouraged to use assessments before and after each unit. This helps them understand what each gifted student needs, allowing them to tailor their instruction accordingly.</p>	<p>* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.</p> <p>AIG Specialist Collaboration</p> <p>AIG Specialists collaborate with curriculum coaches and interventionists to develop and provide classroom activities and materials for teachers. AIG Specialists supply K-5 teachers with a hub filled with digital resources for enrichment in English Language Arts (ELA), Math, and Critical Thinking. The AIG team maintains the hub and is constantly being updated and adding new resources. This helps enhance learning experiences in the classroom.</p> <p>Schools conduct ongoing site team meetings, Professional Learning Communities (PLCs), and data analysis sessions and work closely with the school-level Exceptional Children's teacher to support twice-exceptional students. Given the limited scope of our program and the limited number of AIG personnel, we aim to enhance our collaboration efforts to facilitate understanding and implementation.</p>	<p>* Ideas for Strengthening the Standard</p> <ul style="list-style-type: none"> ▪ Encourage Enrollment: Monitor Grades 9-12 students each year to promote enrollment in honors and AP courses. ▪ Professional Development: Offer professional development for high school staff to enhance their teaching skills. ▪ Update Courses: Regularly update social and emotional learning lessons for students in grades K-12. ▪ Service Model Consistency: Oversee service models (push-in and pull-out) to ensure they are applied consistently across the district. ▪ Differentiated Curriculum and Instruction: Develop a streamlined approach to monitor the implementation of differentiated curriculum and instruction, ensuring clarity in expectations and support for instructional staff. ▪ Curriculum Planning: Create plans for a compacted curriculum in Math 1 and English 1 for students in Grade 8. ▪ Competition: Each elementary school offers a Math 24 club to compete in a district competition.
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<ul style="list-style-type: none"> ▪ Personnel: Collaborate with Human Resources and the Director of AIG to clearly define the roles and responsibilities of AIG Specialists and contacts across the district. 			
Planned Sources of Evidence			
*	Updated AIG Forms 2025-2028		
*	Iowa Acceleration Scale		
*	High school enrollment selections		
*	TD2 and TD3 curriculum maps		
Type	Documents	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A		 AIG 116 Individual Differentiated Education Plan  AIG 115 DEP 9-12  AIG 114 K-8 DEP

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Standard 4: Personnel and Professional Development

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

*** Practice A**

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

AIG Coordinator Responsibilities for Stanly County Schools

The AIG (Academically and Intellectually Gifted) Coordinator at Stanly County Schools has several key responsibilities, including:

- **Licensure:** Holding a valid AIG license.
- **Program Oversight:** Monitoring and updating the local AIG program and plan and the district AIG web page.
- **Record Keeping:** Maintaining records of student identification and the services provided to them.
- **Data Coordination:** Collaborating with district personnel to gather and analyze AIG identification data, demographic data, performance data, and trends, while also supporting local norming efforts.
- **Leadership:** Providing leadership to address the needs of AIG learners across all grade levels.
- **Liaison Role:** Acting as a liaison between principals, curriculum coaches, and AIG personnel.
- **Advisory Board Management:** Coordinating and leading the AIG Advisory Board and scheduling bi-annual meetings.
- **Advocacy:** Advocating for support of AIG students within district-wide initiatives.
- **Presentation Updates:** Updating the AIG Overview Slideshow and revising the current AIG (Advanced Intellectual Gifted) slideshow.
- **Training and Support:** Presenting the updated slideshow to principals and curriculum coaches and ensuring all relevant documents are utilized during the update process.
- **Screening Support:** Supporting and reviewing screening spreadsheets for elementary and middle schools.
- **Professional Development:** Facilitating professional development for AIG personnel and participating in regional and state professional development opportunities.
- **Team Leadership:** Leading monthly meetings with the AIG team to ensure adherence to the local AIG plan.
- **Community Partnerships:** Building partnerships with families, community members, and local colleges, such as Pfeiffer University and Stanly Community College.

- **Resource Allocation:** Appropriating funds for AIG resources.

- **Guidance:** Advising, guiding, and offering support for AIG personnel during uncommon circumstances related to the AIG plan and program.

- **Collaboration:** Collaborating with district personnel to enhance advanced academic opportunities for all AIG students.

This structured overview clarifies the AIG Coordinator's role and responsibilities, emphasizing their commitment to supporting AIG learners and enhancing educational opportunities within the district.

*** Practice B**

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

The district has certified AIG (Academically or Intellectually Gifted) staff for elementary and middle schools. These teachers help AIG students by providing special services and support for classroom teachers to make learning more tailored to their needs.

- **Elementary Support:** Four AIG specialists work with eleven elementary schools and one virtual academy.
- **Middle School Support:** Each traditional middle school in the district has AIG-certified teachers to assist in meeting the needs of AIG students. Two districtwide middle school AIG specialists support these designated teachers at the various middle schools.
- **High School Support:** No specific AIG specialists at the high school level exist. Instead, counselors help AIG students with course registration.

AIG Specialists' Role in Supporting Students

Overview

AIG (Academically and Intellectually Gifted) specialists collaborate with grade-level and subject teachers to enhance learning experiences and provide challenging activities for AIG students. Classroom teachers can access a shared resource hub containing essential AIG documents, including AIG forms, and various AIG updates and training.

Key Responsibilities of AIG Specialists

1. Enrichment Activities

1. Develop lesson plans and instructional materials that incorporate effective teaching strategies.
2. Maintain effective classroom management while recognizing and addressing learning and behavior issues.

2. Instructional Differentiation

1. Understand the developmental appropriateness of materials.
2. Differentiate instruction to meet the diverse needs of all learners.

3. Assessment and Evaluation

1. Regularly evaluate student accomplishments using multiple assessment methods.

<p>4. Communication</p> <ol style="list-style-type: none"> 1. Communicate with parents in a timely manner. 2. Maintain positive and constructive communication with students, staff, parents, and the community. <p>5. Safety and Compliance</p> <ol style="list-style-type: none"> 1. Protect students, equipment, materials, and facilities by taking necessary and reasonable precautions. 2. Uphold and enforce board policies, district goals, administrative procedures, and school rules and regulations, adhering to health and safety policies. <p>6. Professionalism and Development</p> <ol style="list-style-type: none"> 1. Maintain appropriate work habits, including regular and punctual attendance and effective use of conference and planning time. 2. Stay current in subject matter knowledge and learning theory by attending workshops, seminars, conferences, and required staff development sessions. <p>7. Confidentiality</p> <ol style="list-style-type: none"> 1. Respect the confidentiality of records and information regarding students, parents, and teachers in compliance with accepted professional ethics and state and federal laws. <p>8. Supervision and Non-Instructional Duties</p> <ol style="list-style-type: none"> 1. Share responsibility for the supervision of students in various areas of the school. 2. Perform assigned non-instructional duties as needed. <p>Collaboration with Counselors AIG specialists work alongside school counselors to address AIG students' social and emotional needs.</p> <p>Team Meetings AIG specialists conduct monthly meetings to collaborate and develop a curriculum that enhances the services and programs available for AIG students. They review resources from the North Carolina Department of Public Instruction (NC DPI) and higher education centers focused on advancing gifted education to support this initiative.</p>	<p>* Practice C Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.</p> <p>Professional Development for AIG in Our District Our district prioritizes professional development for educators working with AIG (Academically or Intellectually Gifted) students. This focus includes training and continuous education for AIG specialists and contacts.</p>
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Annual AIG Update

Each year, AIG specialists provide an update to all instructional staff in Stanly County Schools regarding the AIG program and available services. This Annual AIG Update encompasses:

- Identification processes
- Screening processes
- Referral processes for AIG services
- Teacher resource hub

Data Analysis and Collaboration

Following the administration of the CogAT (Cognitive Abilities Test) each year, AIG specialists analyze the resulting data and share their findings with:

- Principals
- Curriculum coaches
- Fourth-grade teachers

This collaboration helps educators understand the data and effectively support all AIG students.

Training Programs

Annual training includes:

- **HOPE Scale Training:** Provides insights and tools for identifying AIG students.
- **Nurturing Program Training:** Specifically designed for second and third graders.

Although our district does not offer specific training modules for all staff involved in AIG programs, the NCDPI's Booster Shots are accessible in our digital resource hub for classroom teachers.

District-Wide Engagement

AIG specialists participate in district-wide AIG Team meetings, where they receive:

- State-level updates
- Information on professional development opportunities

This structured approach ensures that all educators are equipped to support AIG students effectively.

*** Practice D**

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

Current Situation Regarding AIG Services

There are no specific local requirements for staff providing general education services for AIG students. Establishing a clear process for placing AIG (Academically Intellectually Gifted) students in regular education classrooms is essential. This will help ensure that these students receive the appropriate support they need.

Recommendations for AIG Services

- **Clustering AIG Students:** Elementary and middle school principals should group AIG students. This allows AIG specialists to work closely with classroom teachers, providing guidance, support, and suggestions for the curriculum.
- **Professional Development:** AIG specialists are encouraged to participate in professional development opportunities outside the district to learn about best practices. This is encouraged if funding is available at the individual school level.

*** Practice E**

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

Stanly County Schools and Pfeiffer University Collaboration

During the 2022-2023 school year, Stanly County Schools partnered with Pfeiffer University to offer an add-on AIG (Academically and Intellectually Gifted) licensure program for free for interested teachers.

- **Summary of Educator Achievements:** Nine educators finished their coursework and received their add-on AIG (Academically and Intellectually Gifted) license. They were recognized at a school board meeting for this accomplishment. Two educators serve as AIG contacts for their respective middle schools, and one is Lead Elementary Specialist for SCS. The six remaining educators differentiate instruction to meet the needs of their AIG students.
- **Participation Requirement:** Teachers must remain with Stanly County Schools for at least two years after completion of this program.
- **Local AIG Endorsement:** Several middle school teachers are participating in a local AIG endorsement program led by the Director of Secondary Education. This program aims to enhance opportunities for classroom teachers.
- **Praxis Certification Reimbursement:** Teachers who pass the Praxis exam for add-on AIG certification will be reimbursed for adding this certification to their teaching license.
- **AIG Certified staff in Stanly County School:**
 - 34 Total Teachers/Tutors/Principals who are AIG certified
 - 12 Elementary Teachers
 - 9 Middle School Teachers
 - 3 High School Teachers
 - 5 Part-time Tutors
 - 2 Media Specialists
 - 1 HS Curriculum Coach

- 1 Principal

* Practice F

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

Stanly County Schools Professional Learning Opportunities

Stanly County Schools recognizes the importance of offering clear professional learning opportunities to improve equity and excellence in gifted programs. AIG specialists understand that ensuring fairness in how students are screened and referred for these programs is crucial.

The AIG Coordinator will work with district leaders and the Lead AIG specialist to develop and implement a plan for professional learning opportunities. This plan aims to address the district's needs for fairness and high-quality education in gifted programs.

* Practice G

Aligns professional development opportunities with local AIG program goals, and best practices in gifted education with opportunities to refine applications of professional learning.

Stanly County Schools ALG Department Overview

The AIG Department at Stanly County Schools provides an annual presentation for all elementary teachers. This presentation shares essential information about the gifted services and programs available for students in grades K-5.

Training for Teachers

Fourth-grade teachers receive training on the CogAT assessment after they receive their students' scores. Additionally, a training program for using the HOPE Scale has been created and shared with teachers.

Professional Learning Opportunities

The Elementary AIG Classroom Newsletter offers opportunities for staff to learn more about the AIG students. These newsletters focus on:

- Social-emotional needs of AIG students
- Characteristics of AIG students
- Instructional strategies to differentiate instruction for AIG students
- Twice Exceptional (2e) identification

This approach is intended to help teachers better support their ALG students in their classrooms.

The Elementary AIG specialists meet virtually weekly to address questions and concerns regarding referrals and testing processes. They also meet in person once a month to discuss ways to refine their practices to best meet their AIG students' needs.

Support for AIG Plan Renewal

The AIG Coordinator and the Elementary Lead AIG Specialist participates in regional Job Alikes to assist in writing the AIG Plan during the renewal year.

*** Ideas for Strengthening the Standard**


1. **Provide Training for Teachers:** Offer professional development sessions to classroom teachers focused on understanding different types of giftedness.
2. **Increase Budget for AIG Staff:** Expand budget allocations to hire more AIG (Academically or Intellectually Gifted) teachers and contacts, ensuring better support and services for students in the district.
3. **Support Social-Emotional Needs:** Continue to address the social and emotional needs of AIG students to help them academically and personally thrive.
4. **Enhance Collaboration with Counselors:** Work closely with counselors to improve high school services and support for AIG students.
5. **Develop Professional Opportunities:** Create professional development opportunities for AIG specialists focusing on Multilingual Learners, twice-exceptional students, and AIG best practices for differentiated instruction.
6. **AIG Licensure Training:** Continue providing professional development for classroom teachers to earn add-on AIG licensure. Once enough teachers are licensed, implement cluster grouping with an AIG-licensed teacher.
7. **Align with District Goals:** Connect the needs of gifted learners with the district's School Improvement Plan (SIP) goals and adjust professional development activities accordingly.
8. **Quarterly PLC Meetings:** AIG educators will engage in Professional Learning Community (PLC) meetings with all classroom teachers responsible for instructing the AIG subgroup as frequently as possible while ensuring that instructional time is not compromised.
9. **Annual Updates for High School Teachers:** Keep teachers of AIG students in Grades 9-12 informed with an annual update on AIG programming and resources.
10. **Seek Funding for Professional Development:** Continue pursuing funding for AIG specialists to attend the North Carolina Association for Gifted and Talented (NCAGT) conference and other professional development opportunities to learn about best practices in gifted education.
11. **AIG Handbook for AIG Specialist:** Provide an AIG handbook designed to help staff understand their specialist role concerning the overall vision, mission, and goals of the Local AIG Plan and program. It aims to provide clear guidance on effectively implementing and supporting these objectives.

Planned Sources of Evidence

* Annual AIG Update Presentation

* Annual CogAT training

* Meeting and Professional Development Agendas and Minutes

Documents		
Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	 AIG 124 Confidentiality and Access To Records

Standard 5: Partnerships

Stanly County Schools (840) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 5: Partnerships

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

* Practice A

Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:

- academic and intellectual
- social and emotional.

AIG Teacher/Contacts-Parent Conferences

AIG specialists in elementary and middle schools hold conferences with parents as part of the identification and placement process. Every subsequent school year, parents are asked to sign their approval of the student's DEP/IDEP and are offered an opportunity to conference with the AIG specialist. Parents are also encouraged to ask for a conference if needed, each month as the AIG newsletter is shared with parents. These can be done over the phone, virtual, or in person. These conferences aim to update and renew each child's Differentiated Education Plan (DEP).

Collaboration for Student Needs

During the conferences, parents and AIG specialists discuss the child's academic, social, and emotional needs. Parents can ask questions and share concerns about the AIG program during this time.

Parent Involvement

AIG specialists also try to attend open houses, parent involvement activities, and Title I meetings. This allows them to answer any questions parents may have about gifted services.

Sharing Feedback

Feedback from these conversations is discussed in the monthly AIG meetings. AIG specialists review this feedback to see where improvements can be made.

Communication with Parents

An open line of communication is established at the beginning of the school year. AIG specialists/contacts maintain a contact log (AIG 125) to document parent communication within the AIG folder. In elementary schools, AIG specialists send out monthly newsletters to parents. These newsletters feature tailored recommendations for Social and Emotional Learning (SEL) resources specifically designed for gifted children. In addition, they provide links for both academic and emotional support. The newsletters also highlight enrichment projects students will engage in during their AIG classes.

Resources for Stakeholders

<p>An AIG overview brochure is available for all stakeholders, both online and at each school, and an AIG specialist provides a Parent Handbook once a student is evaluated. It includes vital information concerning the AIG program, services offered, screening and identification procedures, and the AIG team's contact information.</p>	<p>* Practice B Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.</p>	<p>Volunteer Support The district's annual Battle of the Books Competition for elementary and middle school students is supported by local volunteers. The district partners with retired personnel, local universities, and community stakeholders to provide the event.</p> <p>Elementary and middle school teachers volunteer for the annual Battle of the Books competition, which is designed for students in Grades 3-8. This event is supported by local community partners and churches. Pfeiffer University and Stanly Community College are among the local colleges collaborating with us.</p> <p>The AIG Coordinator works closely with Pfeiffer University to provide information about STEM camps to parents and families. Additionally, high school counselors inform students and families about Advanced Placement and advanced course options available through Stanly Community College.</p>	<p>* Practice C Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.</p>	<p>AIG Advisory Board Overview</p> <p>Our vision is to create an AIG Advisory Board to help develop, implement, and monitor the program's goals. This group will meet twice yearly to provide recommendations supporting the program and suggest improvements.</p> <p>Group Structure</p> <p>To ensure the group's continuity, AIG Advisory Board members will serve on a rotating three-year schedule. The group will include, but not be limited to:</p> <ul style="list-style-type: none"> ▪ K-12 teachers ▪ EC teachers ▪ Curriculum coaches ▪ Community members ▪ Staff from local colleges and universities ▪ K-12 parents and family leaders ▪ Principals
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- K-12 counselors

- AIG specialists/contacts

Group Responsibilities

The AIG Advisory Board will discuss the program's successes and identify areas for improvement. AIG specialists and contacts will review this information each year to determine where enhancements can be made.

*** Practice D**

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

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

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

Communication Strategy for AIG Programs

Parents, guardians, students, and the community are informed about the local AIG (Academically and Intellectually Gifted) Plan, program services, policies, and opportunities for AIG students. This information is available on the district's AIG website and in the AIG Parent Handbook. AIG specialists and contacts share details about the AIG website through various communication methods, such as email, in-person meetings, virtual conferences, and phone calls.

The AIG Coordinator works with the district translator to ensure all forms are accessible in students' native languages. If AIG specialists need assistance during conferences or phone calls, the district translator communicates with them individually.

The SCS website links essential resources, including the Parent Handbook, AIG Overview brochure, and monthly newsletters, to keep everyone informed.


*** Ideas for Strengthening the Standard**

- Keep building partnerships with local agencies and colleges.
- Set up regular meetings for the AIG Advisory Board to help improve communication with stakeholders.
- Update the district website.
- Work with the district translator to ensure all forms are available in students' native languages.

Planned Sources of Evidence

* Updated AIG Forms 2025-2028

* Updated AIG brochure

* AIG Advisory Board meeting agendas and sign-in sheets		
* AIG website		
* MATH 24 collaboration		
Type	Documents Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	 AIG 125 Communication and Documentation Report

Standard 6: Program Accountability	
Stanly County Schools (840) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 6: Program Accountability	<i>The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.</i>
* Practice A	Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. §115C-150.5-.8 {Article 9B}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.
AIG Plan Overview	
Local AIG Plan Overview	<p>The Local AIG (Academically and Intellectually Gifted) Plan is developed based on guidance and feedback from the North Carolina Department of Public Instruction (NCDPI). This guidance includes:</p> <ul style="list-style-type: none"> ▪ Unpacking documents ▪ Revised standards ▪ Regional job-alike meetings <p>The AIG plan is created and reviewed by key educational stakeholders. Once finalized, it must receive approval from the local board of education.</p> <p>The AIG Coordinator presents the plan to the Instructional Programs Committee and the entire board of education. This formal presentation includes:</p> <ul style="list-style-type: none"> ▪ Updates on the AIG plan ▪ An explanation of how the district will implement and manage changes
AIG Advisory Board	<p>Our vision is to create an AIG Advisory Board to help develop, implement, and monitor the program's goals. This group will meet twice yearly to provide recommendations supporting the program and suggest improvements.</p> <p>This structured approach ensures the plan is well-informed and effectively communicated to all relevant parties.</p>
* 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.

AIG Coordinator Responsibilities and Implementation Monitoring

The AIG Coordinator is crucial in overseeing the local AIG plan, with support from AIG specialists and contacts to ensure its effective implementation. To monitor this process, several methods are employed:

1. **Administrative Meetings:** The AIG Coordinator meets with district principals every three months to discuss AIG programs. The feedback gathered during these meetings informs the Coordinator's recommendations for AIG specialists and contacts.
2. **Curriculum Coaches Meetings:** Monthly meetings between the AIG Coordinator and instructional coaches are held, and AIG programs are reviewed as needed. Similar to the administrative meetings, the insights gained from these discussions contribute to developing recommendations for AIG specialists and contacts.
3. **PLC Meetings:** AIG specialists and contacts participate in meetings with Professional Learning Communities (PLCs) to discuss AIG programs. The feedback collected during these sessions is utilized to formulate recommendations, which are then shared with the AIG Coordinator.

The AIG Coordinator and Lead AIG Specialist participate in regional and state meetings, workshops, and collaboration events to ensure the Stanly County Schools AIG Plan complies with current laws and policies. Additionally, AIG specialists and contacts meet monthly to share updates on best practices and discuss critical legal matters related to the AIG plan.

AIG Advisory Board Accountability

The AIG Advisory Board will discuss the program's successes and identify areas for improvement. AIG specialists and contacts will review this information each year to determine where enhancements can be made.

*** Practice C**

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

Oversight of AIG Funds

The AIG Coordinator and the Chief Finance Officer keep a close eye on the AIG funds. AIG funds are expended on AIG staffing. Local funds, when available, are utilized to support curriculum and other AIG instructional needs.

*** Practice D**

Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

Data Collection Accountability and Recommendations

The AIG Coordinator will collaborate with district personnel to gather and analyze AIG identification data, demographic data, performance data, and trends, while also supporting local norming efforts.

AIG specialists support the AIG Coordinator by consistently collecting, organizing, and analyzing data. They make recommendations to relevant school personnel based on their findings. The data includes various assessments such as CogAT, EOG, EOC, SAT, ACT, demographics, and other local assessments.

Analysis of Dropout and Student Growth for AIG Students

Data on dropout rates and student growth and achievement for AIG (Academically or Intellectually Gifted) students are examined at the district level. This analysis is reported during the principal's meeting at the beginning of the school year and is reviewed throughout the year.

Dissemination of Data

Principals share this data within their schools to keep educators informed. AIG specialists and contacts meet annually with the district Director of Testing and Accountability to review district data for AIG students.

Ensuring Equity and Identification

AIG specialists analyze data to improve understanding of student identifications, aiming to inform future criteria and promote equity among underrepresented populations. This includes gathering demographic data on students nominated by teachers for talent development in grades 2 and 3.

*** Practice E**

Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

Annual AIG Data Overview

The district Director of Testing and Accountability presents the annual AIG (Academically and Intellectually Gifted) data. This data is reviewed at the district level and shared with appropriate AIG specialists and contacts.

The district Director of Secondary Education compiles data that underscores students' access to advanced learning opportunities. This data encompasses the total number of Advanced Placement (AP) courses available and the enrollment figures associated with those courses.

AP Calculus AB - 11 students
AP Literature and Composition - 30 students

Collaboration and Analysis

Working together with the district Director of Testing and Accountability helps to:

- Identify any disparities in the AIG program
- Evaluate the growth of AIG students
- Examine trends in retention

Identifying Underrepresented Populations

AIG specialists and contacts use two main tools to identify underrepresented populations:

1. Partial Composite Scores and Local Norms on the CogAT: This helps assess students who may not traditionally be recognized in AIG programs.
2. HOPE Scale: This scale is also used as an identification tool to provide additional opportunities for underrepresented groups to meet AIG criteria. The HOPE scale local norm is periodically recalculated

Nurturing Programs for All Students

Based on teachers' recommendations, students in grades 2-3 are invited to participate in TD2 and TD3 nurturing programs. These programs are open to all students, regardless of their cultural, ethnic, or socioeconomic background, language barriers, exceptional giftedness, or twice-exceptionality.

Percent Ethnicity Identified as AIG

Race/Ethnicity	AIG Count	AIG%	Overall Count	% of student Population
Asian	21	2%	255	3%
Black/African American	35	4%	1302	15%
Hispanic	60	7%	1057	12%
American Indian/Alaskan Native	1	0%	22	0%
Two or More	47	5%	615	7%
Native Hawaiian/Pacific Islander	0	0%	6	0%
White	706	81%	5472	63%
Total	870	100%	8729	100%

* Practice F

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the Local AIG Plan.

AIG Coordinator Role in Stanly County Schools

At the district level, the AIG Coordinator collaborates with the Human Resources Department of Stanly County Schools to verify and document teachers' qualifications. This process guarantees that those pursuing an AIG (Academically and Intellectually Gifted) add-on licensure are highly qualified, aligning with the goals and strategies outlined in the local AIG plan. The analysis and recommendations focus on addressing the needs of each school's AIG program, determining appropriate placements for AIG students, making informed hiring decisions, and supporting the overall objectives of the AIG program.

* Practice G

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

The Certified Advisory Board looks at how well the local AIG plan works and suggests ways to improve it. Administrators and Curriculum Coaches share their thoughts with the AIG Coordinator during their monthly meetings. AIG specialists receive feedback from school staff during Professional Learning Communities (PLCs) and parents during conferences.

* Practice H

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

<p>The AIG (Academically and Intellectually Gifted) local plan can be found on the district's website. Information about the program is shared during the biannual meeting with stakeholders and presented to the AIG Advisory Board. Anonymized data from recent program evaluations will also be available on the district's website to ensure transparency.</p>	
<p>* Practice I</p> <p>Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.</p>	
<p>SCS Gifted Education Program Transfer Procedures</p> <p>Transfers from out-of-state and other North Carolina counties are evaluated based on the Stanly County Schools initial referral process, using current testing data. Aptitude scores are valid for two years from the date of testing. Achievement scores are valid for one year from the date of testing. We do not automatically accept previous AIG placement; however, students with previous AIG placement are screened at enrollment. If screening requires further testing, it is administered at this time. The student will receive appropriate services through the AIG program if Stanly County Schools requirements are met. If standards are not met, the student will be screened again following the timeline for the rest of the student population.</p> <p>Stanly County Schools Informed Consent Documentation</p> <p>Stanly County Schools provides several vital documents for informed consent related to academically and intellectually gifted (AIG) programs. These include:</p> <ul style="list-style-type: none">▪ Annual Documentation: DEP (AIG 114 and AIG 115) or IDEP (AIG 116)▪ Consent to Evaluate: (AIG 105)▪ Non-Placement Letter: (AIG 118) for students tested but not yet meeting AIG criteria▪ Dispute Resolution Procedures: for disagreements regarding AIG eligibility and service decisions <p>Parental Rights</p> <p>Access to Student Records and Confidentiality</p> <p>The AIG folder is part of the student's official educational record and is confidential. Information cannot be disclosed except as permitted by law. Parents can request access to these records and seek explanations for the included documents, following SCS School Board policy based on the federal Family Educational Rights and Privacy Act (FERPA).</p> <p>Parents/guardians have the right to disagree with recommendations made during any stage of the AIG process, including Referral and Identification. The district's grievance policy can be accessed on the district website.</p> <p>Appeal Process Steps</p> <p>Step 1: Appeal to the School Needs Determination Team (NDT)</p> <p>Parents/guardians can request a conference with the NDT at their child's school by submitting a written request. The NDT must have 10 days to convene for the conference. AIG 129 will be reviewed during this meeting, and the parent/guardian can examine the information used to determine eligibility. The child's teacher may be asked for additional documentation if needed. The NDT will respond to the parent's concerns in writing within 10 days after the meeting.</p> <p>Step 2: Appeal to the Building Level Principal</p> <p>If the parent/guardian disagrees with the NDT's decision, they may appeal in writing to the building-level principal within 10 days of receiving the NDT decision. The principal will review the concern, schedule a conference within 10 days of the written request, and may request more information from the</p>	

child's teacher, the NDT, or the parents. Conference minutes will be recorded on the NDT minutes form, and all present will sign. The principal will respond to the concern in writing within 10 days.

Step 3: Appeal to the AIG Coordinator

Parents/guardians can appeal the building-level principal's decision to the AIG Coordinator within 10 days of receiving the principal's decision. This appeal should be sent to:

AIG Coordinator
Stanly County Schools
723 Aquadale Road
Albemarle, NC 28001

The AIG Coordinator will schedule a conference within 10 days of receiving the request and may seek further information from the teacher, NDT, parent/guardian, or principal. Minutes will be recorded on the NDT minutes, and signatures will be obtained from those present. The AIG Coordinator will provide a written response within 10 days of the conference.

Step 4: Appeal to the Superintendent

Parents/guardians may appeal the AIG Coordinator's decision to the Superintendent in writing within 10 days of receiving the decision. Appeals should be sent to the Superintendent.

Stanly County Board of Education
Stanly County Schools
723 Aquadale Road
Albemarle, NC 28001

The Superintendent will review the concern and schedule a conference within 10 days of the request. During the meeting, further information may be requested from the child's teacher, the NDT, the parents, the principal, and the AIG Coordinator. Minutes will be recorded on the NDT minutes form, and a written response will be provided within 10 days of the conference. The Superintendent may also suggest mediation by an impartial mediator to resolve the concern.

Step 5: Appeal to the Local Board of Education

Parents/guardians can appeal the Superintendent's decision to the local Board of Education in writing within 10 days of receiving the decision. Appeals should be submitted to:

Stanly County Board of Education
Stanly County Schools
723 Aquadale Road
Albemarle, NC 28001

The request must be made by the Monday before the next Board meeting for the appeal to be placed on the agenda. The Board will review the concern and may ask for additional information from various stakeholders (the child's teacher, the NDT, the parents, the principal, the AIG Coordinator, and the Superintendent). Minutes are recorded on the NDT minutes form, and signatures are obtained from those present. The Board will provide a final written decision within 30 days of receiving the written complaint.

Step 6: State-Level Grievance Procedure

If all internal processes are exhausted, parents/guardians may file a petition for a contested case hearing under Article 3, Chapter 150B of the NC General Statutes. According to the law, "The scope of the hearing shall be limited to whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student or whether the local plan developed under G.S. 115-C-150.5-8 has been implemented appropriately concerning the child." Following the hearing, the administrative law judge will make a decision based on the findings of fact and conclusions of law. The administrative law judge's decision will be final, binding on all parties, and not subject to further review under Article 4 of Chapter 150B of the General Statutes. Parents are responsible for any legal fees incurred.

Important Note: Being identified for AIG services does not guarantee specific services, programs, class assignments, or school placements.

* Ideas for Strengthening the Standard

AIG Handbook Development

1. Create a Handbook

Develop a handbook for parents, students, and teachers that clearly outlines procedures for:

- 1. Screening
- 2. Referral
- 3. Identification and placement
- 4. Reassessment
- 5. Transfers
- 6. Resolving disagreements

2. Parent Night

Organize a Parent Night to:

- 1. Showcase major student projects.
- 2. Gather feedback on the AIG program

3. Regular Meetings

Schedule biannual meetings with the AIG Coordinator, AIG specialists/contacts, and the Director of Testing and Accountability to:








- 1. Review data related to AIG students
- 2. Discuss the needs of underrepresented populations.

Planned Sources of Evidence

* Update AIG Forms 2025-2028

* Annual surveys

* Annual progress reports















<div> <div>*</div> <div>District Website</div> </div>	<div> <div>*</div> <div>AIG Advisory Board collaboration</div> </div>	<div> <div>*</div> <div>Local BOE approval</div> </div>	
Type	Documents	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A		<div> <div></div> <div>AIG 129 Student Screening and Referral Form K-2 3-12</div> </div> <div> <div></div> <div>AIG 118 Non Placement Notice</div> </div> <div> <div></div> <div>AIG 105 Consent to Evaluate</div> </div> <div> <div></div> <div>AIG 116 Individual Differentiated Education Plan</div> </div> <div> <div></div> <div>AIG 115 DEP 9-12</div> </div> <div> <div></div> <div>AIG 114 K-8 DEP</div> </div> <div> <div></div> <div>AIG Glossary of Terms</div> </div>

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* Approved by local Board of Education on:

04/01/2025 

AIG Related Documents		
Stanly County Schools (840) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0		
Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	Stanly 2025-2028 Local AIG Plan BOE Approval
Optional Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	AIG 116 Individual Differentiated Education Plan AIG 101 Pathways 3-12 AIG 107 Iowa Assessment Score Report AIG 105 Consent to Evaluate AIG 115 DEP 9-12 AIG 114 K-8 DEP AIG 100 Pathways K-2 AIG 108 HOPE Scale Teacher Rating AIG 129 Student Screening and Referral Form K-2 3-12 AIG 106 TOPS form AIG 118 Non Placement Notice AIG 200 CogAT Score Report AIG 112 K-2 Performance Data for Teachers AIG 103 Parent Nomination and Referral Form
AIG Standard 2 Additional Resources	N/A	AIG 119 Early Entrance to K Documentation Form AIG 120 Early Entrance Application for

Parents  AIG 108 HOPE Scale Teacher Rating  Back of HOPE scale Verification Form			
AIG Standard 3 Additional Resources	N/A	 AIG 116 Individual Differentiated Education Plan  AIG 115 DEP 9-12  AIG 114 K-8 DEP	
AIG Standard 4 Additional Resources	N/A	 AIG 124 Confidentiality and Access To Records	
AIG Standard 5 Additional Resources	N/A	 AIG 125 Communication and Documentation Report	
AIG Standard 6 Additional Resources	N/A	 AIG 129 Student Screening and Referral Form K-2 3-12  AIG 118 Non Placement Notice  AIG 105 Consent to Evaluate  AIG 116 Individual Differentiated Education Plan  AIG 115 DEP 9-12  AIG 114 K-8 DEP  AIG Glossary of Terms	

Phrase		Definition	