

Overview: Mission/Vision Statement and Funding

Stanly County Schools (840) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

* LEA Superintendent's Name:

Dr. Jarrod Dennis

* LEA AIG Contact Name:

Plummer, Lynn - lynn.plummer@stanlycountyschools.org ▼

Stanly County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). 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 aligned 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 2022-2025. 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 comment.

For 2022-2025, the Stanly County Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Stanly County Schools Vision for local AIG program:

Mission

The mission of the Stanly County Schools Academically and Intellectually Gifted Program is to recognize and meet the

unique needs of academically and intellectually gifted students.

Vision Statements

- Provide a coordinated kindergarten through grade 12 AIG program that ensures continuity of objectives and curriculum in the North Carolina Standard Course of Study (NCSCOS)
- Provide academically and intellectually gifted students access to a support system which meets their social, emotional, and academic needs
- Identify, support, and serve academically and intellectually gifted students from diverse populations
- Provide academically and intellectually gifted students with differentiated curriculum that includes enrichment, acceleration and rigor, which will replace and extend portions of established curricula
- Provide a nurturing environment for students that encourages problem solving, critical thinking, innovation, and affective education
- Provide academically and intellectually gifted students with resources and experiences that go beyond the structures of the school

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 461,504.00	* \$ 15,000.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

Stanly County Schools (840) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

Standard 1: Student Identification

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

* Practice A

Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities for every student to show their strengths and talents.

Screening is the process of gathering quantitative data concerning the aptitude, achievement, and performance of a student to use during an Academically and/or Intellectually Gifted (AIG) referral. Stanly County Schools' AIG program performs screening in order to identify possible candidates for referral and placement. The screening process encompasses all genders, races, socioeconomic statuses, and ability levels to ensure that we are intentionally gathering data for all students, including underrepresented populations. Universal screening and identification for the AIG program starts in third grade with the Beginning-of-Grade 3 (BOG3) and End-of-Grade (EOG) testing scores. An additional screening is acquired with the nationally-normed assessment, Cognitive Abilities Test (CogAt), at grade 4. Students who achieve a Level 3, Level 4, or Level 5 on a third grade EOG are further screened with the CogAt. Annual screenings are implemented in grades 3-8 based on English-Language Arts (ELA) and Math EOG testing data. Screenings in grades K-2 are based on mClass assessment data and local math benchmark data.

Referral is the process of using the screening data, typical and atypical qualitative data to build a comprehensive learner profile. Using the profile, the school level Needs Determination Team (NDT) determines whether or not the student qualifies for AIG identification. The Stanly County Schools AIG program accepts referrals for consideration for placement and identification. Any student, parent, teacher, and/or staff member can refer a student to be considered for the AIG program. The goal of a referral is to collect a comprehensive learner profile to determine if placement in the AIG program is warranted. All referrals are directed to the AIG teacher/contact at the child's school. Referrals for the AIG program do not ensure testing and/or identification. Referral processes are available across the spectrum for grades K-12.

Referral by Parent/Community Member

Referrals can be completed by a parent/guardian or a community member who knows the student. In order to complete a referral, parents/guardians must complete the Parent Referral Form (AIG 103) and contact the student's teacher(s) and the AIG teacher/contact to begin the process for evaluation.

Parent Referral Process

A parent referral form (AIG 103) is used by a parent/guardian or other community member to refer a student for evaluation. On this form, parents/guardians are asked to provide identifying information and answer the following questions based on a Likert scale: *seldom/never, sometimes, quite often, almost always*. With each answer indicated in the *quite often* or *almost always* rating, parents/guardians are expected to provide examples from their child's daily life. Parents/guardians are given a contact and date to return the referral form.

AIG 103: Parent Referral Form

Directions: Please place an "X" in the box which most closely describes the frequency of occurrence for your child. If your child scores in either the *quite often* or *almost always* columns, provide a specific example in the last column.

1. My child knows a great many facts about many subjects
2. My child will spend more time and energy than other children of the same age on a topic of his/her interest.
3. My child is a "self-starter" who works well alone, needing few directions, and little supervision.
4. My child sets high personal goals and expects to see results from his/her work.
5. My child gets so involved with a project that he/she will give up other pleasures in order to work on it.
6. My child continues to work on a project even when faced with temporary defeats & slow results.
7. While working on a project and when it is finished, my child knows which parts are good & which parts need improvement.
8. My child can organize others in games, activities, etc.
9. My child suggests imaginative ways of doing things, even if the suggestions are sometimes impractical.
10. When my child tells about something that is very unusual, he/she expresses himself/herself by elaborate gestures, pictures, or words.
11. My child uses common materials in ways not usually expected.
12. My child avoids typical ways of doing things, choosing instead to find a new way to approach a problem or topic.
13. My child likes to "play with ideas," often making up situations which probably will not occur.
14. My child often finds humor in situations or events that are not obviously funny to most children his/her age.
15. My child prefers working or playing alone rather than doing something "just to go along with the gang."

16. My child has participated in and/or received awards in contests, competitions, and extra-curricular activities.

Staff Referral Process

Referrals can be made by Stanly County Schools' employees (teachers or other support personnel) through contact with the AIG teacher/contact. Staff will complete the referral process based on the student's grade level.

K-2 Referral Process

Teachers first contact the AIG teacher/contact at the school. The AIG teacher/contact will provide the teacher with the needed forms to complete (AIG 106 TOPS Form, AIG 112 AIG Guidelines For Assessing Reading and Mathematics Performance In Grades K-2). Teachers are given a copy of the TOPS (Teacher's Observation of Potential in Students) individual student observation rubric to complete over a period of 3-to-6 weeks. Once this information is collected and evaluated by the AIG teacher/contact, a decision is made by the school level NDT to "watch and wait," to collect more data for the student, or to proceed with testing using the CogAt. (AIG 105) The Iowa Test of Basic Skills (ITBS) nationally-normed assessment is also used for referrals in grades K-2. If testing is required, the AIG contact/teacher will obtain parent signature.

AIG 106 TOPS Form

TOPS (Teacher's Observation of Potential in Students) The TOPS is a tool to help recognize children (ages 5-9) with outstanding potential who may be gifted. The TOPS is designed to be the teacher observation component of a comprehensive approach to recognizing students with outstanding potential. This tool should complement other sources of information. The TOPS is organized around nine domains: (1) Learns Easily, (2) Shows Advanced Skills, (3) Displays curiosity and creativity, (4) Has strong interests, (5) Shows advanced reasoning and problem-solving, Displays, (6) Spatial Abilities, (7) Shows Motivation, (8) Shows Social Perceptiveness, and (9) Displays Leadership. Examples of behaviors that can be used as indicators of potential are given for each domain. These behaviors capture both "teacher pleasing" & "non-teacher pleasing" behaviors because bright children are not always "teacher pleasers." Non-teacher pleasing class behavior can sometimes impede our recognition of students' potential. As you use the Individual TOPS, teachers are to remember to observe the child in multiple settings over time to best see her/his potential.

AIG 112 AIG Guidelines For Assessing Reading and Mathematics Performance In Grades K-2

Use the following directions to report information for an AIG referral. Begin by filling in demographic information.

AIG Guidelines For Assessing Mathematics Performance In Grades K-2

1. Assess students using the K-2 i-Ready math assessment diagnostic.

2. Use to assess students three times per year: beginning-of-year, middle-of-year, end-of-year. Include: the date, grading period, method of assessment, performance grade level, and percentile.

Information for Needs Determination Team

- Pathway criteria: Student placed based on i-Ready math assessment diagnostic nationally normed score report

AIG Guidelines For Assessing Reading Performance In Grades K-2

1. Assess students on foundational literacy skills using DIBELS measures in mClass.
2. Attach a copy of the student assessment report.
3. Attach a copy of the student's most recent report card. Include: the date, grading period, and assessment mClass/DIBELS assessment levels

Information for Needs Determination Team

- Pathway criteria: Student placed based on overall "blue" (above grade-level) composite AND "green" (on grade-level) and "blue" (above grade-level) on appropriate individual measures

Directions: Select a three-to-six week time period to observe the child using the Individual TOPS. When observing the child's behavior, within a specific domain, write down the date & a short note describing the observation in the box for that domain. Each additional time the child is observed within a specific domain, the date & note is added to the box. If there are work samples or materials connected to the observation, they are to be collected in the TOPS folder. This collection will serve as an initial body-of-evidence documenting the child's potential. This body-of-evidence can be used in planning for the child. After the observation period is initially completed, compilation & reflection on the observations are added on the back of the Individual Student TOPS. Continued documenting of observation & classroom responses are added as needed.

Next Steps: After completing observations using the TOPS, a decision will be made about how to follow-up with this child's strengths and needs. In making these decisions, one should consider the following: What are this child's major strengths? In which domains does she/he show outstanding potential? How can I better respond to this student's potential? What can I do to meet this child's needs in the classroom? Would additional information help better understand and plan instruction for this child? If yes, how can I gather this information? Should this child be nominated for possible identification as gifted?

3-12 Referral Process

1. Teachers first contact the AIG teacher/contact at the school.

2. The AIG teacher/contact will obtain EOG and CogAt scores. If these data points are not available for the student, the AIG teacher/contact considers other state- and nationally-normed assessments (i.e. ITBS, State Achievement tests). Additional local and state benchmark information is collected to provide a comprehensive learner profile. If testing is needed, AIG teacher/contact will obtain Form 105.
3. If deemed necessary, the AIG teacher/contact will provide the teacher with the forms to complete (AIG 108).

AIG 108 HOPE Scale

The HOPE Teacher Rating Scale is designed and used to help guide teachers in identifying gifted students for programming. It is short, with 11 items that measure academic and social/affective components of giftedness. It is invariant when used to identify students from low-income and culturally diverse families. It can be used across grade levels, K–12. Local norms ensure that the data are relevant to the specific school populations. With multiple measures and multiple pathways crucial for reversing the inequities in identifying culturally, economically, and linguistically diverse students, the HOPE Teacher Rating Scale items have been well-developed and subjected to research using more than 12,000 diverse students in five validity studies to date.

*** Practice B**

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

Students will be identified accordingly based on their learner profile. The following designations correlate with the Powerschool Identification.

AIG 100: Multiple Criteria for K-2 Identification

Pathway 1: 98% or higher full scale composite; **IG**: Composite Score of 98%

Pathway 2: 90% minimum score on aptitude (CogAt) AND 98% minimum score on achievement (ITBS)

Identification for K-2

IG: 98th or higher percentile on aptitude (Composite), does not qualify on classroom achievement

AIG: 90% Verbal Score (V or PCV or C) with 98% Reading Achievement AND 90% Quantitative Score (Q or PCQ or C) with 98% Math Achievement AND 98% Full Scale Composite

AG: 90% Verbal Score (V or PCV or C) with 98% Reading Achievement AND 90% Quantitative Score (Q or PCQ or C) with 98% Math Achievement

AR: 90% Verbal Score (V or PCV or C) AND 98% Reading Achievement

AM: 90% Quantitative Score (Q or PCQ or C) AND 98% Math Achievement

Identification K-2

To be identified in K-2, students must have the following data collected: Parent Nomination for Screening and Referral (AIG 103) completed by parent/guardian or teacher (as needed), K-2 performance data for teachers (AIG 112) which includes testing/data review and collection, TOPS, CogAt, and ITBS. To be identified, students must meet Multiple Pathways for Qualification Form AIG 100.

AIG 101: Multiple Criteria for 3-12 Identification

Pathway 1: 98% or higher full scale composite; **IG:** Composite Score of 98%

Pathway 2: Minimum sum of 180 for aptitude (CogAt) and achievement (ITBS)

Pathway 2 Identification for 3-12

AIG: Minimum Sum of 180 on Verbal Score (V or PCV or C) with Reading Achievement AND Sum of 180 on Quantitative Score (Q or PCQ or C) with Math Achievement AND 98% Full Scale Composite

AG: Minimum Sum of 180 on Verbal Score (V or PCV or C) with Reading Achievement AND Sum of 180 on Quantitative Score (Q or PCQ or C) with Math Achievement

AR: Minimum Sum of 180 on Verbal Score (V or PCV or C) AND Reading Achievement

AM: Minimum Sum of 180 on Quantitative Score (Q or PCQ or C) AND Math Achievement

Pathway 3: Minimum sum of 175 for aptitude (CogAt) and achievement (ITBS) AND qualifying Teacher Rating Scale (HOPE Scale)

Pathway 3 Identification for 3-12

AIG: Minimum Sum of 175 on Verbal Score (V or PCV or C) with Reading Achievement AND Sum of 180 on Quantitative Score (Q or PCQ or C) with Math Achievement AND 98% Full Scale Composite

AG: Minimum Sum of 175 on Verbal Score (V or PCV or C) with Reading Achievement AND Sum of 180 on Quantitative Score (Q or PCQ or C) with Math Achievement



AR: Minimum Sum of 175 on Verbal Score (V or PCV or C) AND Reading Achievement

AM: Minimum Sum of 175 on Quantitative Score (Q or PCQ or C) AND Math Achievement

Identification 3-12

To be identified in 3-12, students must have the following data collected: Parent Nomination for Screening and Referral (AIG 103) completed by parent/guardian, teacher; EOC/EOC/ITBS, CogAt, HOPE Scale (as needed).

individual testing available as needs arise, Data review and collection- local benchmark data, HOPE Scale, EOG data, Multiple Pathways for Qualification must be met, Aptitude, Achievement, performance. To be identified, students must meet multiple pathways for qualification (AIG 101).

  Click here to remove the table and use only the narrative field.

* Practice C

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

Stanly County Schools will provide multiple pathways that provide opportunities for underrepresented populations to ensure equitable access through the use of nonverbal scores, and teacher observations using the HOPE Scale. AIG teachers/contacts will collaborate with support personnel including classroom teachers, EL teachers, and EC teachers to ensure students of underrepresented populations are not overlooked. AIG teachers/contacts will review subgroup data from EOG/EOC, EVAAS, and local benchmark data annually to develop screening procedures for underrepresented populations. Elementary AIG teachers will provide nurturing services through Talent Development programs for second and third grade (TD2 and TD3) to ensure underrepresented students are considered and discussed as potentials for referral into the AIG program.

Underrepresented populations in Stanly County Schools include students of low socio-economic status, diverse backgrounds, multilingual learners, twice exceptional, and highly gifted. These data include:

- 51% of the district's students are male. 49% of the district's students are female.
- 50% of AIG-identified students are male. 50% of AIG-identified students are female.
- 65% of the district's students are Caucasian or white.
- 85% of AIG-identified students are Caucasian or white.
- 6% of the district's students are multi-racial.
- 4% of AIG-identified students are multi-racial.
- 3% of the district's students are Asian.
- 2% of AIG-identified students are Asian.
- 14.5% of the district's students are African American.
- 4% of AIG-identified students are African American.
- 10% of the district's students are Hispanic.

- 4.5% of AIG-identified students are Hispanic.
- Less than 1% of the district's students AND AIG-identified students are Pacific Islander and Native American.

The district's largest discrepancies with the student population versus AIG-identified students are Caucasian or white (largely overrepresented in AIG) and African American and Hispanic (underrepresented).

*** Practice D**

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

Requirements for qualification are consistent across Stanly County Schools. Each AIG teacher/contact documents any student they screen on a digital screening log that is monitored by the Director of AIG. All students who are referred after they are initially screened are noted on the screening log as well. A digital screening log is created for each elementary annually. The items entered into this log include: last name, first name, grade level, placement (reading and/or math), aptitude assessment scores (CogAt), achievement assessment scores (BOG, EOG/EOC, IOWA), and additional notes. Screening forms include student scores for aptitude (CogAt), aptitude (ITBS), mClass/DIBELS, i-Ready, HOPE Teacher Rating Scale.

Student folders are maintained and transition from elementary-to-middle school and middle-to-high school as the student progresses. Student folders contain all AIG documentation that is obtained through the screening and referral process. The AIG Director shares the documents and forms with all specialists so that there is consistency in documentation and AIG folders. Internal auditing of AIG records is completed by the AIG Director to ensure consistency across the district in placement and review of services.

*** Practice E**

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

Information about procedures regarding screening, referral, and identification are available to school personnel and parents/guardians online via the Stanly COunty Schools AIG website and through each school's AIG teacher/contact. Modes of communication include: website access to the Stanly County Schools AIG Plan and documents, an annual AIG slideshow update for staff, AIG Advisory Board/annual stakeholder meetings, logs of parent communication, in-person and virtual parent conferences, and emails.

*** Practice F**

Documents a student's AIG identification process and evidence which leads to an identification decision. This

documentation is reviewed with parents/families and maintained in student records.

Student folders are created upon referral and contain placement qualification data. These folders are maintained by the AIG teachers/contacts and transition from elementary to middle and middle to high as the student progresses. If the student transfers outside Stanly County Schools, the folder still follows their class to the appropriate level. Powerschool data is updated and reviewed biannually by AIG teachers/contacts for accuracy. Teachers/contacts provide families with copies of all documentation including DEPS (AIG 129, AIG 114, AIG 115, IDEP AIG 116, Non-placement AIG 118). Once placement decisions are made by the Needs Determination Team, the AIG teacher/contact contacts parents to set up a conference and discuss placement or non-placement. It is explained to parents that folders and information will travel with the student. The AIG Director will monitor AIG folders to ensure that all LEA procedures for maintaining documentation and student records is being completed. This includes maintaining and monitoring screening logs and internal auditing of new placements. (AIG 129: K-2, AIG 129: 3-12, AIG 114, AIG 115, AIG 116)

Stanly County Schools Gifted Education Program Notification of Needs Determination Team Decision (Form 118)

When a student has been screened and tested for the AIG program, parents are notified of non-placement through Form 118.

Dear Parent/Guardian,

As you were previously notified, your child was nominated for review for the Academically/Intellectually Gifted Education Program. The Needs Determination Team has reviewed the information available on your child and has determined that placement for Gifted Education Program services is not recommended at this time. We will continue to monitor academic progress and watch test scores each year to see if further consideration is warranted. Please contact me if you have questions or concerns about the committee's decision. Contact information for the school AIG teacher/contact is provided for the parents to contact them if they have further questions.

Scores on assessments given are provided to parents as well. (ie: aptitude test: CogAt; abilities tests: BOG3, EOG, ITBS)

*** Ideas for Strengthening the Standard**

- Continue to expand training and implementation of the HOPE Scale
- Update the Stanly County Schools AIG website

- Meet with high school counselors to update Grades 9-12 screening logs, to review Grades 9-12 DEPs, and to expand Grades 9-12 AIG services
- Collaborate with the district's Director of Testing and Accountability and the Director of Student Information to conduct regular data dives for AIG students to ensure we are addressing the needs of underrepresented populations


Planned Sources of Evidence

- * Updated Forms 2022-2025
- * Annual AIG Update
- * Updated identification decisions and norms


Documents


Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	<ul style="list-style-type: none">  <u>AIG 100 Pathways K-2 (2022-2025)</u>  <u>AIG 101 Pathways 3-12 (2022-2025)</u>  <u>AIG 103 Parent Nomination and Referral Form (2022-2025)</u>  <u>AIG 105 Consent to Evaluate (2022-2025)</u>  <u>AIG 107 Iowa Assessment Score Report (2022-2025)</u>  <u>AIG 111 K-2 Summative Referral Form for AIG Specialist</u>


(2022-2025)


 AIG 112 K-2 Performance Data for Teachers (2022-2025)


 AIG 114 DEP (2022-2025)


 AIG 115 DEP 9-12 (2022-2025)

 AIG 116 Individual Differentiated Education Plan (2022-2025)


 AIG 118 Non Placement Notice (2022-2025)

 AIG 129 Student Screening and Referral Form K-2 (2022-2025)

 AIG 106 TOPS Form

 AIG 108 HOPE Scale Teacher Rating

 AIG 131 CogAt Score Report

 2021-2022 AIG Updates

 AIG 106 TOPS Form

Standard 2: Comprehensive Programming within a Total School Community

Stanly County Schools (840) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

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 gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

Grades K-5

Programming for gifted learners in the elementary school follows an enrichment model. Services are delivered through a pull-out model. Collaboration with classroom teachers, administration, and other critical support staff enables AIG teachers to enhance, enrich, and nurture our young learners.

Grades 6-8

Programming for gifted learners in the middle school is delivered through advanced reading and math classes. AIG teachers that serve the middle schools collaborate with grade levels to provide curriculum support and model lessons, as needed. Content is accelerated through the use of compacted curriculum, and content/grade acceleration is available as needed.

Grades 9-12

High school students have the opportunity to enroll in Honors and Advanced Placement (AP) classes. All four traditional high schools offer AP courses, either seated or through a telepresence with a live teacher. Other local programs that provide opportunities for high school students include: Career and College Promise, Stanly Early

College, Stanly STEM Early College, and North Carolina Virtual Public School (NCVPS).

Early Colleges

1. Stanly Early College is a public high school located on the campus of Stanly Community College. Students are offered free tuition to earn an associate's degree or certification. The school is part of the NC Cooperative Innovative High Schools and serves students in grades 9-13. Internships and job-shadowing opportunities are offered at Atrium Stanly Healthcare for students.
2. Stanly STEM Early College is a public high school located on the campus of Albemarle High School. Students are offered a rigorous curriculum founded on the principles of science, technology, engineering, and mathematics (STEM).

College and Career Promise

Through Career and College Promise (CCP), qualified high-school-age students in North Carolina have the opportunity to pursue these options, tuition free, while they are in high school, allowing them to get a jumpstart on their workplace and college preparation. SCS offers College Transfer Pathways in Associate in Arts; Associate in Science and Associate in Nursing; Career and Technical Education pathways in 25 subjects; 7 Career and Technical pathways award an SCC certificate upon completion of the pathway; seven Career and Technical pathways allow students in Grades 9-10 to enroll if the student meets eligibility requirements. Students must meet eligibility requirements for all pathways.

 Click here to remove the table and use only the narrative field.

*** Practice B**

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

AIG teachers/contacts utilize existing collaborative team structures (PLCs) to discuss student needs with staff. Regular collaboration also occurs between the AIG teacher/contact and school counselors. Through this collaboration, referrals for guidance or additional counseling happen as needed. School counselors are part of the NDT in the screening and referral processes. AIG teachers/contacts communicate with parents and classroom teachers about specific needs. Social-emotional learning resources have been purchased with the goal of incorporating SEL instruction into the AIG curriculum.

*** Practice C**

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

AIG teachers/contacts collaborate and communicate with classroom teachers of various instructional specialities to integrate AIG services. When possible, AIG teachers/contacts participate and document involvement in professional learning communities (PLC) meetings. AIG teachers/contacts communicate across the district by keeping an inventory of available AIG resources and programs that can be shared among schools.

*** Practice D**

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

Per NC House Bill 986, students who score a Level 5 on an EOG for mathematics are placed in advanced courses when available, regardless of identification. TD2 and TD3 opportunities provide flexible grouping for students in Grades 2-3. The skill focus changes throughout the year, and different students have the opportunity for nurturing based on their skillset. Student achievement and growth data is analyzed annually to make student grouping decisions. This plays a role in grouping placement for elementary, middle, and high schools. Students that are not identified AIG are also considered for placement into advanced and honors courses based on each student's individual data and history.

*** Practice E**

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.

At the beginning of each new school year, the AIG Director prepares an annual update presentation to be shared at the district principals' and curriculum coaches' meetings. Once principals and curriculum coaches have been presented with the information, it is shared with the AIG staff to present at each elementary and middle school in the district. Stanly County Schools' employees are kept informed about delivery of AIG services and other updates in several ways. There is an annual AIG presentation for all staff. The AIG teachers/contacts serve as chair for the NDT team at each site to ensure consistent interpretation and application of the AIG forms and guidelines. AIG teachers/contacts discuss instructional services and programs with grade levels, teams, and additional staff. AIG teachers/contacts share a Google Drive that contains information about the Local AIG Plan, forms, procedures, and other resources to provide consistency across the district.

*** Practice F**

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

AIG teachers/contacts provide notification of services to instructional staff at the beginning of each year through the DEP meetings and headcount information. Student folders are maintained, and transition from elementary-to-middle school and middle-to-high school as the student progresses. Powerschool data is updated and reviewed biannually by AIG teachers/contacts for accuracy. AIG teachers/contacts meet annually to transition student documentation (i.e. folders) and address individual student goals and service recommendations at the next level (from elementary-to-middle school). In transitioning from middle-to-high school, AIG teachers/contacts work with the receiving school to make course recommendations and discuss changes in services. All high schools provide a freshman transition experience prior to beginning Grade 9. High school seniors are provided transitional opportunities with informational meetings on FAFSA, college preparation, scholarships, and military options.

*** 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.

Acceleration opportunities include:

1. The "Considerations for Acceleration"(Appendix E) is used to consider a student who demonstrates extraordinary academic ability and is appropriately mature to justify acceleration or early entry. The Considerations for Acceleration should be discussed with the school's Needs Determination Team. When acceleration occurs & identification is warranted, the AIG specialist develops an Individualized Differentiated Education Plan (IDEP) to address the needs of the student.
2. Compacted Math is delivered to all eligible Grades 6-8 students to prepare students for Math I in Grade 8. Additional content acceleration is delivered on an individual basis, as needed, based on criteria for subject acceleration.
3. Students are given opportunities to attend virtual advanced courses through NCVPS and dual enrollment with Stanly Community College.
4. Stanly County Schools will maintain its support of the guidelines for "Early Admission to Kindergarten" (Appendix E, F, and G; AIG Forms 119 and 120)

* Practice H

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

CogAt age score percentile rank and local percentile ratings are screened for elementary students receiving the test. Age & local percentiles offer two different avenues of opportunity for placement. Talent Development for second grade (TD2) and Talent Development for third grade (TD3) opportunities will be open to all students regardless of culture, ethnicity, language, and socioeconomic status. There is collaboration with teachers and administrators on testing data in order to ensure the screening & identification of underrepresented populations. DUKE TIP qualifications are screened globally, including those not within the AIG program. The HOPE Teacher Rating Scale is used and designed to help guide teachers in identifying gifted students for programming. It is unique in several ways. First, it is short, with only 11 items that measure academic and social/affective components of giftedness, making it easy to use. Second, it is invariant when used to identify students from low-income and culturally diverse families. Third, it can be used across grade levels, K–12. Finally, local norms ensure that the data are relevant to the specific school populations. With multiple measures and multiple pathways crucial for reversing the inequities in identifying culturally, economically, and linguistically diverse students, a teacher-nomination instrument like the HOPE Teacher Rating Scale is an important component of identification systems. The HOPE Teacher Rating Scale items have been well-developed and subjected to research using more than 12,000 diverse students in five validity studies to date

* Practice I

Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.

Students and parents will be informed of local and regional opportunities as they become available. Opportunities include but are not limited to:

- Middle School Math 24 Competition sponsored by Stanly County Schools AIG teachers
- K-8 Robotics Competition
- Science Fair
- Battle of the Books (Grades 3-8)
- STEM camps, Partnership with Pfeiffer University
- Scholastic contest opportunities (math and reading)
- Soil and Water Conservation Essay Contest
- dual enrollment
- Duke TIP
- National Honor Society
- Beta Club

- Credit through Demonstrated Mastery (CDM)
- National Career Technical Honor Society
- National Spanish 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

*** Ideas for Strengthening the Standard**

- Continue to enhance AIG services for students in Grades 9-12
- Coordinate with Director of Secondary Education to share annual AIG update presentation with high school counselors and staff
- Transition letter needs to be sent with rising Grade 9 students at the end of the year. This document needs to explain the available Grades 9-12 services and the Grades 9-12 DEP.
- Continue to implement a district plan to address social-emotional needs of gifted students
- Ongoing, targeted professional development for AIG teachers/contacts





Planned Sources of Evidence

- * Updated AIG Forms 2022-2025
- * AIG Night flyer, agenda, sign-in sheets, evaluation forms
- * Iowa Acceleration Scale
- * AIG teacher service schedules
- * AIG teacher/contact collaboration documentation

* transition letters

* Appendix E, F, G

Documents

Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	<ul style="list-style-type: none"> <u>AIG 108 HOPE Scale Teacher Rating</u> <u>AIG 116 Individual Differentiated Education Plan (2022-2025)</u> <u>AIG 119 Early Entrance to K Documentation Form (2022-2025)</u> <u>AIG 120 Early Entrance Application for Parents (2022-2025)</u>

Standard 3: Differentiated Curriculum and Instruction

Stanly County Schools (840) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

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 through the use of differentiation strategies, including enrichment, extension, and acceleration.

K-12 classroom teachers are expected to differentiate the North Carolina Standard Course of Study on a daily basis for gifted students. This is primarily delivered through cluster grouping and flexible small-group instruction. K-12 teachers utilize blended learning through one-to-one technology to create personalized learning environments. Some students are given content replacement with flexible grouping practices. AIG teachers/contacts also encourage participation in extension opportunities such as the county-wide Battle of the Books competition, county-wide spelling bee, science fair, and middle school Math 24 competition, to name a few. K-12 teachers are encouraged to use the following differentiation strategies for gifted learners: BINGO and choice boards, tic-tac-toe boards, menus, etc. Elementary AIG teachers/contacts additionally use: problem/project-based learning (PBLs), critical thinking tasks, and various online curriculum tools to further differentiate for gifted students. Because Stanly County Schools utilizes one-to-one technology, elementary AIG teachers/contacts supplement instruction through an online learning management system. Some of the online extensions offered are: NCDPI's K-12 Advanced Learning Labs, STEAM challenges, BreakoutEDU, and various content-based learning websites. A compacted math curriculum is available to grades 6-8 math-identified students to prepare for Math I in grade 8. Content acceleration is delivered on an as needed basis, based on criteria for subject acceleration. Additionally, students in grades 9-12 have the opportunity to participate in Advanced Placement (AP) courses, honors courses, Early College, and Career and College Promise (CCP) courses.

*** Practice B**

Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and

learning profiles to address a range of learning needs at all grade levels.

The AIG teachers at the elementary level deliver services primarily through a resource pull-out model. The AIG teachers/contacts at the middle school level deliver services through cluster grouping by subject and grade level. Curriculum compacting begins in Grade 6 math to prepare students for Math I in Grade 8. The high school curriculum in Stanly County Schools is designed to allow students in Grades 9-12 to receive differentiated services through the selection of advanced courses. Identified academically/intellectually gifted (AIG) students should, when appropriate, enroll in advanced courses (ie: Honors, AP, Early College, CCP) in appropriate areas. Students who are identified as academically/intellectually gifted will continue to have their AIG identification at the high school. Counselors, along with students and parents, are expected to consider the schedule each year and maintain an appropriate selection of classes for AIG identified students. AIG identified students should receive consultative service as needed throughout Grades 9-12 with the school counselor and appropriate classroom teachers. Classroom teachers are provided support in using direct/indirect instruction, experiential learning, collaborative learning, and interactive instructional practices through school-based professional learning communities (PLCs) to meet student needs.

*** Practice C**

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

The AIG teacher/contact creates or plans activities that address content enrichment opportunities. In addition, AIG teachers/contacts have curriculum supplements or enhancements such as: Jacob's Ladder from the College of William and Mary, PBLs, NCDPI Math Stars/Superstars, Michael Clay Thompson's Caesar's English, Michael Clay Thompson's Building Language, Wordly Wise, BreakoutEDU's digital Break Out Kits, Math Quest by Interact, supplemental differentiated curriculum, and various online resources (i.e. i-Ready, Canvas, Prodigy, and Commonlit). Content and grade acceleration are available in Grades K-5 on an individual basis. Classroom teachers work in conjunction with the AIG teacher to implement advanced vocabulary activities, reading selections, and compacted curriculum (Grades 6-8). Stanly County Schools uses the NCDPI 4:3 Compacted Model Curriculum for mathematics.

*** Practice D**

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

Stanly County Schools promotes future-ready skills in grades 6-8 through the Advancement Via Individual Determination (AVID) program. Students in the AVID program learn advanced strategies geared toward ensuring their post-secondary success. They explore college and career options, visit institutes of higher education, and build leadership skills.

In grades 9-12, Stanly County Schools promotes future-ready skills within our community by incorporating real world applications to learning including: internship opportunities, community service, Teacher Cadet, CNA certification, and many others. Industry certifications and/or credential examples: CNA, OSHA, CISCO, Microsoft, ETA, National Career Readiness. Job shadowing and internship examples include: utilizing Stanly County's local hospital, medical offices, nursing homes, police departments, judicial offices, and many local businesses in manufacturing (Preform Line Products, Michelin). Also used are local restaurants, fast food, and grocery stores as well as local farms and processing plants.

*** Practice E**

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

Using a multi-tiered system of supports (MTSS), staff (teachers, administrators, curriculum coaches, and other instructional support staff) collect assessment data about learner profiles, synthesized with personal data (related to attendance, behavior, and social-emotional needs) for analysis. This information is used in school-base professional learning communities (PLCs) to guide instructional decisions to align students toward their academic goals. Individual schools use local and state benchmark assessment data to determine flexible grouping practices and differentiation needs (i-Ready, NC Check-in, EOGs, and mClass). Additionally, teachers are encouraged to use unit pre- and post-assessments to match instruction with individual student needs.

*** Practice F**

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

Currently, Stanly County Schools does not have a districtwide AIG-specific curriculum or instructional practices that address the social and emotional needs of AIG students. School counselors and health teachers at both the elementary and middle school levels address these needs within classes they offer. Elementary AIG teachers have worked collaboratively to create a social-emotional course that addresses the social and emotional needs of the gifted population.

*** Practice G**

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

Currently, we have the curriculum to provide talent development for grades K-1, but unfortunately, we do not have the personnel to successfully meet these needs. Elementary AIG teachers provide Talent Development at Grades 2 (TD2) and 3 (TD3). Teachers utilize the Primary Education Thinking Skills or PETS™ curriculum. PETS is a systematized enrichment and diagnostic thinking skills program. Lessons are presented in convergent analysis, divergent synthesis, visual/spatial thinking, and evaluation, and is suitable for Grades K-3. The program aligns to the higher levels of Bloom's Taxonomy. PETS™ helps build behavioral portfolios for talented learners that support a differentiated approach to their education, integrates flexibly into any existing primary curriculum, and offers opportunities for learners with different strengths to shine. Teachers implement this through teacher discussions in PLCs and other various modes of communication. Teachers also provide regular education teachers with attribute forms that assist teachers in identifying students who would benefit from enrichment instruction for each unit of thinking (convergent, divergent, evaluative, and visual/spatial). Additionally, classroom teachers provide intervention/enrichment for all students. AIG teachers support these grade level efforts by teaching small groups of the targeted students who need additional differentiation when available.

* **Practice H**

Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

AIG teachers work with curriculum coaches and interventionists to provide curriculum and activities for teachers to implement in the classroom. Schools have continuous site team meetings, PLCs, data dives, and work with the school level Exceptional Children's teacher for any twice-exceptional students. Due to the limited scope of our program, we hope to expand our collaboration efforts.

* **Practice I**

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

Once a student is identified, the AIG teacher/contact creates a Differentiated Education Plan (DEP), AIG Form 114 (Grades K-8) and 115 (Grades 9-12). The purpose of this document is to provide a differentiation plan for an identified Academically/ Intellectually Gifted student in the Stanly County Schools gifted education program. The DEP reflects service delivery options, differentiation & content modification opportunities. A new DEP is completed annually at the beginning of each school year. This document will also provide an annual review of the differentiated service for an identified AIG student & the recommendation for the next grade level. The DEP is reviewed with parents of new

placements/referrals to review services & answer curriculum questions. This provides the opportunity to meet annually to discuss the upcoming DEP including services & individualized needs. Annually, the Needs Determination Team (NDT) reviews services reflected on the DEP. The NDT consists of the principal, classroom teacher(s), counselor, and the AIG teacher/contact. Services are reviewed at Grades 5 and 7. AIG teachers/contacts are invited to attend parent conferences and IEP meetings when considering the needs of the twice-exceptional child.

*** Ideas for Strengthening the Standard**

- Yearly monitoring with students in Grades 9-12 to promote enrollment in honors/AP courses
- Provide professional development for high school staff
- Continued updates of social and emotional courses for K-12
- Monitor service models (push-in and pull-out) to ensure consistency across the district
- Develop plans for compacted curriculum prior to Math 1 and English 1 in Grade 8
- Consider configurations of AIG teachers to work with the high school counselors and teachers to consistently monitor the schedule and placement in honors and Advanced Placement classes to complete the Grades 9-12 DEP with fidelity
- Develop integrated curriculum units, incorporating future-ready skills for grades K-5 students

Planned Sources of Evidence

* Updated AIG Forms 2022-2023

* Appendix E, F, G

* Iowa Acceleration Scale

* high school enrollment selections


* TD2 and TD3 curriculum maps


Documents


Type	Document Template	Document/Link
------	-------------------	---------------

AIG Standard 3 Additional Resources


N/A


 [AIG 108 HOPE Scale Teacher Rating](#)

 [AIG 115 DEP 9-12 \(2022-2025\)](#)

 [AIG 116 Individual Differentiated Education Plan \(2022-2025\)](#)

 [AIG 119 Early Entrance to K Documentation Form \(2022-2025\)](#)

 [AIG 120 Early Entrance Application for Parents \(2022-2025\)](#)

 [AIG 114 K-8 DEP \(2022-2025\)](#)

Standard 4: Personnel and Professional Development

Stanly County Schools (840) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

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.

The Stanly County Schools Assistant Superintendent for Curriculum and Instruction and AIG Director holds an AIG license who currently monitors, revises, implements, and develops the local AIG program and plan. The AIG Director: maintains documentation of identification and services, provides leadership at all levels for needs of AIG learners, supports and monitors the AIG teachers/contacts, provides professional development, oversees the screening, referral and identification process across the district, monitors elementary and middle school screening logs, attends professional development opportunities in the region and state, leads monthly AIG team meetings that monitor the local AIG plan, and develops partnerships with community members, local institutions of higher education (Pfeiffer and Stanly Community College), and families. The AIG Director also works closely with the Director of Elementary Education and the Director of Secondary Education.

*** Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.

The district employs AIG teachers at the elementary and middle school levels to provide differentiated service to the AIG identified students and provide curriculum support for differentiation to the classroom teachers. At the elementary level, there are three specialists that support eleven elementary schools and one virtual academy. There are three teachers that support the traditional middle schools in the district. Currently, we do not have any AIG-specific teachers at the high school level; counselors support AIG students through course registration. The teachers collaborate with

the grade level and content teachers in order to extend the classroom learning and provide additional enrichment activities to challenge AIG learners. AIG teachers also collaborate with school counselors to meet the specific social and emotional needs of AIG students. Monthly AIG meetings provide AIG teachers/contacts the opportunity to collaborate for the purpose of strengthening services and programs to meet the needs of the AIG students.

*** 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.

The LEA professional development requirements in the area of AIG focus on the development and ongoing education of the AIG teachers/contacts. The AIG teachers/contacts give an annual update for all Stanly County Schools instructional staff, regardless of their focus, on AIG program updates and services, including identification, screening, and referral procedures. Annually, after the CogAt is completed, data is reported and AIG teachers disseminate the data to the principals and fourth-grade teachers. AIG teachers provide this group with information on how to interpret and utilize the data for all AIG students. At this time, our district does not have professional development modules available for all personnel involved in AIG programs and services. AIG teachers will attend districtwide AIG Team meetings where state level information and professional development will be disseminated.

*** 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.

Currently there are no local requirements for personnel who provide general education services. There is no process for AIG placement in regular education classrooms to ensure effective service delivery match. However, principals at the elementary and middle school levels are encouraged to cluster AIG students to allow the AIG teacher to collaborate with classroom teachers to offer guidance, support, and curricular suggestions. AIG teachers are encouraged by the AIG Director to attend professional development outside of the district to support best practices, 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 has developed a partnership with Pfeiffer University to provide an add-on AIG licensure opportunity to interested teachers, free of charge to teachers. Teachers will complete a one-year, four-course curriculum to be fully licensed in AIG education. The district utilizes Title II funding to support these efforts.

*** Practice F**

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

Currently, Stanly County Schools does not provide explicit professional learning opportunities to address equity and excellence in gifted programming. However, elementary AIG specialists have realized the need to provide equity in our screening and referral process and have developed new placement criteria to include underrepresented populations. The Stanly County Schools AIG Director hopes to partner with district leadership to develop and implement a plan to provide professional learning opportunities to meet the district needs regarding equity and excellence in gifted education.

*** Practice G**

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

The Stanly County Schools AIG Department provides an annual AIG update presentation to all elementary teachers. This provides teachers with an overview of grades K-5 gifted services and programming. Additionally, fourth-grade teachers receive CogAT training after receiving their students' CogAt scores. A district training was also created and shared for use of the HOPE Scale.

It is the hope of the AIG Department to create professional learning opportunities for staff to include topics such as social-emotional needs of gifted students, characteristics of gifted students, and instructional strategies to differentiate for gifted learners.

*** Ideas for Strengthening the Standard**

- Provide professional development to classroom teachers on types of giftedness
- Increase budget structures to hire additional AIG teachers/contacts for optimal student service and support in the district
- continue to address the social-emotional needs of gifted learners through a program


- Increase collaboration with counselors on high school DEPs and services
- Develop district professional development opportunities for: regular classroom teachers, school counselors, EC teachers, EL teachers, administrators, and other district staff
- Continue district professional development and partnership opportunities for classroom teachers to obtain add-on AIG licensure --- Once a pool of teachers have obtained the add-on AIG licensure, cluster grouping with an AIG licensed teacher can be implemented
- Connect the needs of gifted learners with the district SIP goals and align professional development activities accordingly
- AIG teachers/contacts will attend PLC meetings with all classroom teachers who teach the AIG subgroup, at least quarterly
- Teachers of AIG students in Grades 9-12 will be presented with the annual AIG update
- Continue to seek funding for AIG teachers to attend NCAGT to stay abreast of best practices in gifted education

Planned Sources of Evidence

* annual AIG Update presentation

* annual CogAt training

Documents

Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	 2022-2023 AIG Updates

Standard 5: Partnerships

Stanly County Schools (840) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

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.

The AIG teachers at elementary and middle schools hold conferences with parents annually to update and renew the Differentiated Education Plan (DEP). During these conferences, parents and AIG teachers collaborate to ensure that their child's academic, social, and emotional needs are addressed. Parent and student surveys provide annual feedback on the progress and process of the AIG programs at each elementary and middle school. As an AIG Team, with the support of the AIG Advisory Board, results are reviewed for strengths and weaknesses of the program. AIG teachers attempt to be present at open house, other parent involvement activities, and Title I meetings at the elementary and middle school levels. They are available at that time to meet with families and discuss any academic, social, or emotional needs for their child. AIG teachers also obtain student information at the beginning of the year so that they can contact parents via phone, text, email, or other various forms of communication about any student needs, concerns, or educational opportunities.

The current local AIG plan will be available on the district website. Annual advisory board meetings are held and attendees are presented with the local AIG plan, program, and services. Advisory Board members are involved in discussions on successes within the program as well as areas for improvement. AIG teachers/contacts review this information annually and assess where improvements need to be made.

* **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.

Elementary and middle school AIG teachers partner with Pfeiffer University, a local institution of higher education, to host our annual Math 24 competition. AIG teachers/contacts reach out to local community organizations (churches, businesses, and a pool of retired teachers) to actively participate in and fund the competition. Elementary and middle school teachers volunteer support for the annual Grades 3-8 Battle of the Books competition. Community partners come together and local churches are utilized for the event. The AIG Director collaborates with Pfeiffer University to disseminate information and opportunities for Pfeiffer STEM Camps to all parents and families. High school counselors communicate Advanced Placement opportunities and advanced course opportunities at the secondary level. Pfeiffer University and Stanly Community College are local institutions of higher learning that are available for partnership.

During May 2022, a cohort of Stanly County Schools' teachers will begin add-on AIG licensure. This opportunity is a partnership with Pfeiffer University and is provided free of charge to participating teachers. The one-year, four-course program fully licenses teachers in AIG education. At the conclusion of the first cohort, it is the district's intention to continue with cohorts of teachers, utilizing Title II funds to offer this opportunity.

* **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.

An AIG Advisory Board is formed each year to help develop, implement, and monitor the AIG program goals. This group meets quarterly to make recommendations to support the program and any improvements. The stakeholder advisory group is representative of the diverse demographics of the district, with members serving on a rotating basis over a three-year term. Stakeholders include, but are not limited to, the following: Grades K-12 teachers, EC teachers, curriculum coaches, community members, staff members from local institutions of higher education, Grades K-12 parent and family leaders, principals, and Grades K-12 counselors. Stakeholders are involved in discussions on successes within the program as well as areas for improvement. AIG teachers/contacts review this information annually and assess where improvements need to be made. Parent, student, and teacher surveys provide annual feedback for each school program. This data is presented to the AIG teachers/contacts annually to make any program and plan changes.

*** Practice D**

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

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

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

Parents/guardians, students, and the community are informed about the local AIG Plan, program services, policies, and opportunities available to AIG students through the district's AIG website. AIG teachers/contacts share the AIG website information through various means of communication including, but not limited to, email, in-person conferences, virtual conferences, or phone. The AIG Director collaborates with the district translator to make all forms available in students' native languages. The district translator communicates with AIG teachers/contacts on an individual basis if they are needed for conferences, phone calls, etc.

*** Ideas for Strengthening the Standard**

- continue partnership with local agencies and institutions of higher education
- maintain a meeting schedule for an AIG Advisory Board to monitor and improve communications with stakeholders.
- update the district website
- continue to partner with the district translator to ensure all forms are in students' native languages

Planned Sources of Evidence

* updated AIG Forms 2022-2025

* updated AIG brochure

* parent night agendas and sign-in sheets

* AIG Advisory Board meeting agendas and sign-in sheets





* AIG website

* Math 24 collaboration documentation

* Pfeiffer University partnership applications

* emails

Documents

Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	 AIG 114 DEP (2022-2025)  AIG 115 DEP 9-12 (2022-2025)  AIG 116 Individual Differentiated Education Plan (2022-2025)  AIG Add-on Licensure Cohort Application 2021

Standard 6: Program Accountability

Stanly County Schools (840) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

Standard 6: Program Accountability

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

*** Practice A**

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

The AIG plan is written and reviewed by stakeholders and approved by the local board of education. A formal presentation is made to the Instructional Programs Committee and the full board of education to include updates to the plan and how the district will address and implement changes.

*** 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.

The identification process is monitored by the Needs Determination Team at each school. Parent, student, and teacher surveys provide annual feedback on the progress and process of the AIG program at each elementary and middle school. As an AIG Team, results are reviewed for strengths and weaknesses of the program. Stakeholders are invited to review program goals and progress. The AIG Director performs an audit of new identifications by reviewing each folder for consistency. The AIG Director attends regional and state level meetings, workshops, and collaboration events to ensure that the Stanly County Schools AIG Plan is commiserate with current legislation and policies. AIG teachers/contacts meet on a regular basis for updates on best practices, legalities, and other items pertinent to the AIG plan. Screening logs are maintained and reviewed annually by the AIG Director to monitor trends in identification. Students receive annual progress reports in Grades K-8. This document looks at the student's progress and shows the decision of the Needs Determination Team for that students' future placement (continue services, add services, or

change of services). To ensure fidelity in the implementation of the Stanly County Schools AIG Plan, annual surveys are conducted at each school.

*** 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.

The AIG funds are monitored by the AIG Director, the Assistant Superintendent for Curriculum and Instruction, and the Chief Finance Officer. Plans are developed for funding to align with the current needs of AIG students, supporting academic and social-emotional needs. As funding becomes available, district leadership analyze district data to determine the needs of AIG students.

*** 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.

Dropout and student growth and achievement data regarding AIG students are analyzed at the district level for reporting at the beginning of year principal's meeting and reviewed throughout the year. Principals disseminate this data at their schools. AIG teachers/contacts meet with the district Director of Testing and Accountability annually to review district data for AIG students. The AIG Team regularly collects, organizes, and disaggregates data and makes recommendations to appropriate school personnel. Data include: EOG, EOC, SAT, ACT, demographics, and other local assessment data. AIG teachers/contacts gather data to analyze identifications drive future criteria decisions and ensure equity for underrepresented populations.

*** 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 are presented by the district Director of Testing and Accountability, reviewed at the district level, and shared with AIG teachers/contacts. Collaboration with the district Director of Testing and Accountability helps identify any disproportionalities evident in the AIG program, evaluate AIG student growth, and examine trends in referral, identification, servicing, and retention. In an effort to identify underrepresented populations, AIG teachers/contacts

use partial composite scores as well as local norms on the CogAt. In addition, teachers/contacts utilize the HOPE Scale to identify underrepresented populations. All students are given the opportunity in Grades 2-3 to participate in the TD2 and TD3 nurturing program regardless of cultural, ethnic, socioeconomic, language barriers, high giftedness, or twice exceptionality.

Click here to remove the table and use only the narrative field.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	6.76%	<5%	<5%	---	8.02%	---	12.59%
Male	---	<5%	<5%	---	5.00%	---	12.70%
Total	6.87%	<5%	<5%	---	6.46%	---	12.65%

Percent of Total AIG Students Identified as Dual Exceptionality

*** 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.

At the district level, the AIG Director works with appropriate personnel in the Stanly County Schools Human Resources Department to review and document qualifications to ensure that teachers are highly qualified with AIG add-on licensure. This is an effort to ensure AIG licensure is in support of goals and strategies outlined in the local AIG program. Teachers wishing to pursue an AIG licensure first contact their building administrator, who puts them in touch with the AIG Director.

*** Practice G**

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

AIG stakeholder surveys are utilized throughout the district. The following surveys are shared: Certified Staff, Classroom Teacher, Elementary Student, Secondary Student, and Parent. All survey questions are derived from the AIG Plan-aligned questions provided by NCDPI.

The 2021-2022 surveys totaled 486 responses: Certified Staff = 25, Classroom Teacher = 165, Elementary Student = 77, Secondary Student = 155, and Parent = 64.

*** Practice H**

Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

Annual stakeholder input is collected and reviewed, highlighting the program's successes and challenges of program effectiveness. Stakeholders assist in evaluating the local plan and offer suggestions and practical applications to improve AIG programming. Annual surveys (teacher, parent, student) consist of Likert scale questions that address the current AIG plan and services and its implementation. After stakeholder feedback and annual surveys are completed, AIG teachers/contacts, with the support of the AIG Advisory Board, review and amend the Local AIG Plan, as needed, to meet current legislative or policy updates from NCDPI.

*** Practice I**

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

The AIG local plan is available on the district website as well as school and teacher websites. Data from the program evaluation is presented at the annual stakeholders meeting and to the AIG Advisory Board. Anonymized data from recent program evaluations will be posted on the district website.

*** Practice J**

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.

Stanly County schools provides the following documentation for informed consent:an annual DEP (AIG Form 114 and 115) or IDEP (AIG Form 116) and progress report (AIG 114) ;consent to evaluate for non-global screenings (AIG 105); a non-placement letter for students tested but not yet meeting the AIG multiple pathways criteria (AIG Form 118), and a consent to exit the AIG program (AIG Form 122).

Stanly County Schools Gifted Education Program Consent for Evaluation AIG 105

Dear Parent/Guardian,

The Needs Determination Team has received a nomination for your child and has determined a need for further evaluation. The use of one or more of the proposed screenings, evaluation(s), or review by qualified personnel at the school will help determine his/her strengths and weaknesses and eligibility for a Differentiated Education Plan. The assessments listed below will be used as necessary. Please allow several weeks for the school AIG teacher/contact to assess your child. If you have any questions or concerns, please email the NDT chairperson.

Information provided includes: student name, date, school, grade, and child's date of birth. Parents are asked to return the completed form to the NDT Chairperson and it includes the email address of the AIG teacher/contact.

Areas and Pertinent Information

Educational: English/Language Arts and/or Math Cognitive Development; Group/Individual Assessments or Achievement Tests

Documentation: Characteristics Checklist, Performance Data, Work Samples Portfolio, Interest Inventory

Intellectual: Group or individual aptitude test

Parent/Guardian (please check one and sign)

- 1. Yes, I give permission for my child to be evaluated. Include: Signature, Date, and Relationship*
- 2. No, I do not give permission for my child to be evaluated. Include: Signature, Date, and Relationship*

Stanly County Schools Gifted Education Program Notification of Needs Determination Team Decision Non-Placement AIG 118

Dear Parent/Guardian:

As you were previously notified, your child was nominated for review for the Academically/ Intellectually Gifted Education Program. The Needs Determination Team has reviewed the information available on your child and has determined that placement for Gifted Education Program services is not recommended at this time. We will continue to monitor academic progress and watch test scores each year to see if further consideration is warranted. Please

contact me if you have questions or concerns about the committee's decision.

Sincerely

*Needs Determination Team Chairperson Signature and Date
School, School Phone number is provided, School Email is provided*

Scores: Aptitude Test (CogAt)

Verbal score:

Quantitative score:

Composite score:

Abilities Test (IOWA, BOG, EOG, EOC)

Reading:

Math:

Stanly County Schools Gifted Education Program Parental Consent to Exit AIG Program AIG 122

Student Name, Grade Level, and School are completed. Parents/Guardians are asked to read the following statements, initial, and sign:

1. I am requesting that my child no longer receive any services from the Academically and Intellectually Gifted Program for Stanly County Schools.
2. I understand that my child still qualifies for SCS AIG services.
3. I understand that if I want my child to receive services from the AIG Program again, they must be completely reevaluated to see if they qualify.

At the bottom of the form, parent/guardian, AIG teacher/contact, and principal are asked to sign and date the form.

Stanly County Schools Gifted Education Program Transfer Procedures for SCS

Transfers from out of state and out of county within North Carolina are evaluated based on the Stanly County Schools initial referral process, using current testing data, not older than two years. Students may be re-evaluated to determine if the local requirements are met. If Stanly County Schools requirements are met, the student will receive appropriate services through the AIG program.

Stanly County Schools Gifted Education Program Grievance Policy

The district grievance policy is available for all students and is linked on the district website.

Procedures to Resolve Disagreements Regarding Academically/Intellectually Gifted Eligibility Determination and Service Decisions

Step I. Appeal to the School Needs Determination Team

- A. The parent/guardian may request a conference with the Needs Determination Team at the child's school. This request must be made in writing. The Needs Determination Team should be given ample opportunity (10 days) to convene all members for a conference.
- B. At this conference, the individual student profile will be examined & discussed. Information used to determine eligibility for service delivery options shall be reviewed with the parent/guardian. If needed, the child's teacher may be asked to provide further documentation.
- C. Following the conference, the Needs Determination Team will respond to the parent's concerns in writing within 10 days.

Step II. Appeal to the Building Level Principal

- A. The parent/guardian may appeal the decision of the Needs Determination Team to the building level principal. This should be done in writing within 10 days of receiving the decision from the Needs Determination Team. The principal shall schedule the conference within 10 days of receiving the written request.
- B. The principal shall review the concern. During the conference, he/she may request further information from the child's teacher, the Needs Determination Team, or the parents. Minutes are recorded on the Needs Determination Team minutes form and signatures are obtained from all those present.
- C. The principal shall respond to the concern in writing within 10 days of the conference.

Step III. Appeal to the Academically and Intellectually Gifted Education Director

- A. The parent/guardian may appeal the decision of the building level principal to the Academically and Intellectually Gifted Education Director. This should be done in writing within 10 days of receiving the decision from the building level principal. Please submit this appeal to the following address: Academically and Intellectually Gifted Education Director: Stanly County Schools 1000-4 North First Street, Albemarle, NC 28001.
- B. The conference shall be scheduled within 10 days of receipt of the request.
- C. The Academically and Intellectually Gifted Education Director will review the concern. During the conference with the parent/guardian, she may request further information from the child's teacher, the Needs Determination Team, the parent/guardian, and/or the principal. Minutes are recorded on the Needs Determination Team minutes form and signatures are obtained from those present.
- D. The Academically and Intellectually Gifted Education Director shall respond to the concern in writing within 10 days of the conference.

Step IV. Appeal to the Superintendent

- A. The parent/guardian may appeal the decision of the Academically and Intellectually Gifted Education Director to the Superintendent in writing within 10 days of receiving the decision.
- B. Please submit this appeal to the following address: Superintendent Stanly County Schools, 1000-4 North First Street, Albemarle, NC 28001.
- C. The conference shall be scheduled within 10 days of receipt of the request.
- D. The Superintendent will review the concern. During the conference with the parent/guardian, he may request further information from the child's teacher, the Needs Determination Team, the parents, the principal, and/or the Academically and Intellectually Gifted Education Director. Minutes are recorded on the Needs Determination Team minutes form and signatures are obtained from those present.
- E. The Superintendent shall respond to the concern in writing within 10 days of the conference. At this point, the Superintendent may request mediation in order to resolve the concern. This shall be done by an impartial mediator.

Step V. Appeal to the Local Board of Education

- A. The parent/guardian may appeal the decision of the Superintendent to the local Board of Education in writing within 10 days of receiving the decision.
- B. Please submit this appeal to the following address: Stanly County Board of Education, Stanly County Schools, 1000-4 North First Street, Albemarle, NC 28001.
- C. This request must be made the Monday prior to the next scheduled board meeting in order for the appeal to be placed on the agenda.
- D. The Board will review the concern. The Board may request further information from the child's teacher, the Needs Determination Team, the parents, the principal, the Academically and Intellectually Gifted Education Director, and the Superintendent. Minutes are recorded on the Needs Determination Team minutes form and signatures are obtained from those present.
- E. The Board shall make a final decision in writing within 30 days of the receipt of the written complaint.

Step VI. State Level Grievance Procedure


- A. Once all efforts have been exhausted within the system, the parent/guardian may file a petition for a contested case hearing in accordance with Article 3 of Chapter 150B of the North Carolina General Statutes. According to the law, "The scope of the hearing shall be limited to:
 - 1. Whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or
 - 2. whether the local plan developed under G.S. 115C-150.5-.8 has been implemented appropriately with regard to

the child."

B. Following the hearing, the administrative law judge will make a decision based on the findings of fact and conclusions of law. The decision of the administrative law judge is final, is binding on all parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. According to the law, "The scope of the hearing shall be limited to:

1. Whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or
2. whether the local plan developed under G.S. 115C-150.5-.8 has been implemented appropriately with regard to the child."

C. Following the hearing, the administrative law judge will make a decision based on the findings of fact and conclusions of law. The decision of the administrative law judge is final, is binding on all parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. Legal fees are the responsibility of the parents.

 Click here to remove the table and use only the narrative field.

* Ideas for Strengthening the Standard

- create and distribute a district fact sheet on the evaluation and implementation of the AIG plan; include fact sheet with the plan for BOE
- use survey feedback to write an executive summary to disseminate to parents
- create an AIG parent, student, teacher handbook with defined and specific procedures for screening, referral, identification and placement, reassessment, transfers, and procedures for solving disagreements

Planned Sources of Evidence

* updated AIG Forms 2022-2025

* Appendix B, H

* annual surveys


* annual progress reports

* district website

* AIG Advisory Board agendas and sign-in sheets

* Local BOE approval document


Documents

Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	 <u>AIG 105 Consent to Evaluate (2022-2025)</u>

Local Board of Education Approval

Stanly County Schools (840) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1



* Approved by local Board of Education on:

05/03/2022 

Original Application Submission Date: 05/09/2022

Revision Submission Date: 05/11/2023



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 County Schools Local AIG Plan 2022-2025 BOE Approval







AIG Related Documents















Stanly County Schools (840) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1












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 County Schools Local AIG Plan 2022-2025 BOE Approval

Optional Documents

Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	 AIG Glossary of Terms
AIG Standard 1 Additional Resources	N/A	 AIG 100 Pathways K-2 (2022-2025)  AIG 101 Pathways 3-12 (2022-2025)  AIG 103 Parent Nomination and Referral Form (2022-2025)  AIG 105 Consent to Evaluate (2022-2025)  AIG 107 Iowa Assessment Score Report (2022-2025)

		<ul style="list-style-type: none">  <u>AIG 111 K-2 Summative Referral Form for AIG Specialist (2022-2025)</u>  <u>AIG 112 K-2 Performance Data for Teachers (2022-2025)</u>  <u>AIG 114 DEP (2022-2025)</u>  <u>AIG 115 DEP 9-12 (2022-2025)</u>  <u>AIG 116 Individual Differentiated Education Plan (2022-2025)</u>  <u>AIG 118 Non Placement Notice (2022-2025)</u>  <u>AIG 129 Student Screening and Referral Form K-2 (2022-2025)</u>  <u>AIG 106 TOPS Form</u>  <u>AIG 108 HOPE Scale Teacher Rating</u>  <u>AIG 131 CogAt Score Report</u>  <u>2021-2022 AIG Updates</u>  <u>AIG 106 TOPS Form</u>
AIG Standard 2 Additional Resources	N/A	<ul style="list-style-type: none">  <u>AIG 108 HOPE Scale Teacher Rating</u>  <u>AIG 116 Individual Differentiated Education Plan</u>

		<p><u>(2022-2025)</u></p> <p> <u>AIG 119 Early Entrance to K Documentation Form (2022-2025)</u></p> <p> <u>AIG 120 Early Entrance Application for Parents (2022-2025)</u></p>
AIG Standard 3 Additional Resources	N/A	<p> <u>AIG 108 HOPE Scale Teacher Rating</u></p> <p> <u>AIG 115 DEP 9-12 (2022-2025)</u></p> <p> <u>AIG 116 Individual Differentiated Education Plan (2022-2025)</u></p> <p> <u>AIG 119 Early Entrance to K Documentation Form (2022-2025)</u></p> <p> <u>AIG 120 Early Entrance Application for Parents (2022-2025)</u></p> <p> <u>AIG 114 K-8 DEP (2022-2025)</u></p>
AIG Standard 4 Additional Resources	N/A	<p> <u>2022-2023 AIG Updates</u></p>
AIG Standard 5 Additional Resources	N/A	<p> <u>AIG 114 DEP (2022-2025)</u></p> <p> <u>AIG 115 DEP 9-12 (2022-</u></p>

		<p>2025)</p> <p> <u>AIG 116 Individual Differentiated Education Plan (2022-2025).</u></p> <p> <u>AIG Add-on Licensure Cohort Application 2021</u></p>
AIG Standard 6 Additional Resources	N/A	<p> <u>AIG 105 Consent to Evaluate (2022-2025).</u></p>


Glossary

Stanly County Schools (840) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

Phrase	Definition
--------	------------

The Local AIG Plan glossary is provided in an uploaded document.

Documents

Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	 AIG Glossary of Terms