Stokes 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 Stokes County Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Vision Statement: Empowering all students to achieve and succeed.
Mission Statement: Stokes County Schools AIG Program’s mission is to actively respond to the talents of gifted children through varied experiences socially, emotionally and academically. SCS strives to provide opportunities for our gifted learners by serving them all day, every day.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

<table>
<thead>
<tr>
<th>State Funding</th>
<th>Local Funding</th>
<th>Grant Funding</th>
<th>Other Funding</th>
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Standard 1: Student Identification

Stokes County Schools (850) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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.

Stokes County Schools will initiate a multi-tiered process for the identification of potential candidates for gifted education services. The data collection, dialogue, and observations that will occur during this process are necessary to determine appropriate services for students. The AIG Specialists or Designees and the AIG District Coordinator will be responsible for sharing the screening and referral process with stakeholders within the district.

A. Screening

1. Each school will develop a local pool of students who are possibly qualified for and in need of differentiated instruction.

2. AIG Specialist or Designee distributes class nomination forms to classroom teachers annually during the spring semester.

3. Teachers will complete the class nomination form to create a nomination pool by the end of the academic year.

4. The Gifted Education Referral Committee (GERC) screens the nomination pool for eligibility according to the district criteria.
5. Each school will review the standardized cognitive and/or achievement test scores of all students scoring at the eighty-fifth (85th) percentile or above annually to ensure eligible students are not overlooked.

Based on teacher referrals and/or other data (standardized cognitive and/or achievement test results, portfolio of student work, and/or observations), teachers will establish a pool of students for potential gifted education placement. The AIG Specialist or Designee at each school will organize this effort within Professional Learning Communities (PLC), Tier 2 data conversations, and Tier 3 committee meetings. When creating the pool of students for gifted education services, a teacher referral is not required but may be included to be used when considering placement and/or services. As appropriate, assessments will be administered with modifications as noted on 504 plans or Individual Education Plans (IEP) and/or offered in the student's native language. All 3rd-grade students are screened annually in February using the Cognitive Abilities Test (CogAT). Any student that scores in the 85th percentile or higher on the verbal, quantitative, nonverbal, and/or the verbal or quantitative partial composite are placed in a pool that would indicate possible identification beginning in 4th grade. A school-level GERC will meet to individually consider the pool of students. The Gifted Education Review Committee will consist of the school administration, AIG Specialist or Designee, and at least one regular education teacher sufficiently familiar with the student's academic, social, and emotional skills, strengths, and needs. The GERC will consider the presented data (test results, observations, and/or portfolio). The GERC will provide suggested resources and support to continue the student's talent development.

B. Referral

1. AIG Specialist or Designee distributes Individual Nomination forms and Behavior Scale to appropriate teachers.

2. Referrals may be made at any time by teachers, parents, peers, or others including self-nominations for gifted education services.

3. Each school will include a listing of students from diverse cultural and economic groups who show a high interest or performance potential in language and/or math. When appropriate, English Learners (EL) students will be tested in their first language to afford them an equal opportunity to be a part of the AIG program.

4. AIG Specialist or Designee distributes Consent for Evaluation and Student Interest Survey to parents/guardians.

Grades K-3 referrals may be made by classroom teachers, administrators, or parents/guardians of students who are observed to be performing at an advanced level in reading and/or math. Referrals may be made for students to the GERC for informal placement decisions. Student benchmark assessments normed at 85th percentile or greater,
student portfolio, and classroom performance are data sources considered when making decisions about informal placement.

Students in grades four through eight may be referred to the GERC for possible AIG placement by administrators, parents, students, or teachers. Students’ standardized tests, benchmark assessments normed at 85th percentile or greater, student portfolio, and classroom performance will be considered when making decisions about placement.

Students in Grades 9 through 12 may be referred to the GERC for possible AIG placement by administrators, parents, students, or teachers. Students' scores on standardized tests and benchmark assessments of 85th percentile or greater, student portfolios, and classroom performance will be considered when making decisions about placement. SAT/PSAT or ACT may also be used as a way to screen students for possible placement.

C. Identification

1. The GERC will review the information presented on candidates. Their responsibilities include the following:
   - reviewing a student’s eligibility
   - determining if further assessment is needed
   - referring to appropriate program options
   - reviewing information on transfer students who have been previously identified.

   (This review will occur at the end of the semester when students enter Stokes County Schools or as soon as records have been received.)

Based on the specific grade level span, the Gifted Education Review Committee may include the following members: grade-level/course-specific teacher, a teacher familiar with the student, a school counselor, the AIG Specialist or Designee, and an administrator.

2. If a further individual assessment is deemed necessary, a formal request will be made by the committee to the AIG District Coordinator. Testing will be completed within 90 days of the request.

D. Placement Process

The following is a summation of the identification and placement process. The summary steps are provided for ease of understanding:
1. Notice of consent to evaluate is sent to the parents

2. An interest inventory is sent to parents to gather feedback about the learner

3. If additional information is requested, behavior scales are completed by at least two appropriate personnel

4. Invitation to conference sent to parents

5. If determined eligible, a Differentiated Education Plan (DEP) is developed by GERC and reviewed with the parent/guardian by the AIG Specialist or Designee before finalizing the service plan

6. Parent signs agreement of options and permission for placement

* 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.

Stokes County Schools supports the multiple criteria approach for the identification of AIG students. This approach is essential for illuminating student strengths and developing appropriate instruction. Research suggests that a combination of formal, informal, and dynamic assessments offers an inclusionary, rather than an exclusionary protocol, for the identification of children who are gifted. Best practice recommends teachers trained to recognize gifted learners review multiple criteria for identification and placement such as checklists developed for parents and family, valid and reliable assessment instruments, student interviews, and evaluation of work samples. Multiple factors are taken into account to determine services provided for gifted students. Listed below are general categories that represent the multiple criteria, followed by more specific criteria detailed by both grade span and stage of giftedness.

The State of North Carolina Academically and Intellectually Gifted students are defined as those who "perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit higher performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields."
Possible identification areas:

Academically Gifted (AG) - Students who have demonstrated high academic performance.

- AM (Academically Gifted - in Math)
- AR (Academically Gifted - in Reading)

Intellectually Gifted (IG) - Students who have demonstrated high intellectual capacity but have not yet demonstrated high academic performance. The purposeful inclusion of Intellectually Gifted (IG) students is addressed in this plan and is a pathway different from those used to typically identify Academically Gifted (AG) students. Intellectual giftedness is an intellectual ability significantly higher than average and may involve a general high ability or a single superior criterion. Gifted experts describe IG students as developmentally advanced in language and thought (VanTassel-Baska, 2003); a higher mental age compared with their chronological age (Binet), or asynchronous development characterized by advanced cognitive abilities (Silverman, 2003). With intellectually gifted students, there may be a significant gap between the abilities of the gifted individual and his or her actual accomplishments. IG students often perform extremely well on standardized or reasoning tests, only to fail a class exam. This disparity may be a result of various factors, such as underachievement due to loss of interest in classes that are too easy or negative social consequences of being perceived as "smart." Emotional or psychological factors, including depression, anxiety, perfectionism, or self-sabotage can also be contributing factors.

Academically and Intellectually Gifted (AIG) - Students who are demonstrating high intellectual capacity and high academic performance.

*AI - Designation in Powerschool

The following categories, as defined in the accompanied AIG glossary, provide either quantitative or qualitative data collected relative to criteria for students in order to build a comprehensive learner profile for eligibility for AIG services.

- Student Performance
- Student Achievement
- Student Aptitude
Specific Categories Detailed by Grade Spans and Stages:

**PRIMARY CRITERIA (GRADES K – 3):** Stokes County Schools delays the formal identification of students for the Academically or Intellectually Gifted Program until the end of 3rd grade when testing is more appropriate and accurate for predicting the need for an advanced curriculum. When warranted, students in kindergarten through 3rd grade receive an enriched curriculum in the regular classroom setting. Using a collaborative and consultative approach, the classroom teachers and the AIG Specialist or Designee work together to meet the needs of these advanced learners. The goal of our program, particularly at this level, is to provide opportunities to identify, cultivate, and develop talents and abilities in the whole child and to spark new interests at a level that is appropriate for each student.

Stokes County Schools recognizes that some students develop cognitive abilities more rapidly than their same-age peers. K-3 students who demonstrate a strong need for differentiation beyond what is being provided should work with the school’s Tier 2 team to determine enrichment opportunities that meet the needs of the student. If the student continues to demonstrate a greater need for acceleration, the General Education Teacher should refer the student to the GERC. Prior to this referral, the student should have demonstrated a strong need for differentiation through documentation that the student is reading two or more years above grade level or performing in math two or more years above grade level. If determined by the GERC that the student should be formally identified as AIG, the general education teacher should work with the AIG Specialist or Designee to develop the K-3 Differentiated Education Plan (K-3 DEP). If the consensus is that the student should grade skip, the general education teacher in collaboration with the AIG Specialist or Designee, and the Principal may refer the student to the AIG District Coordinator.

Supporting documentation from the AIG Specialist or Designee, classroom teachers, parents, and/or students must accompany the referral request. Documentation should include multiple components such as portfolios of student work, assessment results, interviews, etc. After receiving the referral and supporting documentation, the AIG District Coordinator will assemble a team of specialists to determine a plan that meets the needs of the student(s).
Early Entrance to Kindergarten: The 1997 General Assembly passed legislation allowing a child who has reached his/her fourth birthday by April 16th to enter kindergarten if he or she demonstrates an extraordinary level of academic ability and maturity. In determining eligibility, the principal shall convene a committee of educational professionals who will assist him/her in making decisions about each individual child. Criteria that shall be considered include the following: aptitude, achievement, observable student behavior, motivation to learn, and student interest. A child eligible to enter school early shall be precocious in academic and social development and score at the 98th percentile on a standard individual test of intelligence that shall be administered by a licensed psychologist. The child must be tested by a certified, licensed psychologist. The cost for all testing is the responsibility of the parents/guardians. Once all required screening is completed, Stokes County Schools will convene an appointed screening committee convened by the child's future principal, to decide if the child qualifies for early entry.

Stokes County values the importance of continuous talent development in our K-3 students. Throughout this next plan cycle, the district AIG team will continue to create steps to increase teacher capacity and resources to begin the identification process in 3rd grade and then work our way down to 2nd, 1st, and kindergarten. We feel for sustainability and teacher capacity the best approach is a phased-in approach. Phasing in professional development and creating resources to assist in the identification process for students in grades K-3 is more likely to result in sustainable practices and teacher capacity to serve young students.

CRITERIA AND STAGING GUIDELINES FOR AIG STUDENTS: (GRADES 4 – 12)

All students are addressed in this AIG Plan and are denoted by stages 1, 2, 3, and 4. Gifted students in this AIG Plan are denoted as stages 2, 3, or 4. Each of the four stages involves an important way of differentiating instruction in relation to the AIG learners’ strengths, talents, and interests. Standard 3 of this plan discusses services provided within each of the stages.

ELEMENTARY CRITERIA (GRADES 4 – 5)

STAGE 1 - Quality educational experiences with continuous talent development is available to all students through differentiated core instruction.

STAGE 2 - Four of the eight criteria must be met with one criterion of the four being either the aptitude or End of Grade Test(s). The eight categories are:
• Aptitude in the 85th – 89th percentile range (Supporting documentation detailing the need for this test should accompany the request)

• End of Grade Test(s) in Reading or Math area(s) 85th - 89th percentile range

• Scores in the 85th to 89th percentile on iReady Benchmark Assessments in Reading or Math

• Teacher recommendation (AIG Individual Nomination Form) with anecdotal documentation attached to the teacher recommendation form including specific indications of giftedness

• Student Interest Inventory (AIG Student Interest Inventory Form) with sample documentation as evidence

• Student Performance Portfolio

• Task commitment as evidenced by behavior scale (Gifted Behavior Scale Form)

• Academic performance in the subject area of identification within the last school year ("A" preferred with "B" minimum grade of 85 required based on 10 point scale)

**STAGE 3** – Five of the eight criteria must be met - and at least one criterion of the five must be the aptitude or End of Grade Test(s). The eight categories are:

• Aptitude in the 90th – 97th percentile range (Supporting documentation detailing the need for this test should accompany the request)

• End of Grade Test(s) in Reading or Math area(s) 90th - 97th percentile range

• Scores in the 90th to 97th percentile on iReady Benchmark Assessments in Reading or Math

• Teacher recommendation (AIG Individual Nomination Form) with anecdotal documentation attached to the teacher recommendation form including specific indications of giftedness

• Student Interest Inventory (AIG Student Interest Inventory Form) with sample documentation as evidence

• Task commitment as evidenced by behavior scale (Gifted Behavior Scale Form)
• Student Performance Portfolio

• Past academic performance in the subject area of identification within the last school year (“A” preferred with “B” minimum grade of 85 required based on 10 point scale)

**STAGE 4** - Six of the eight criteria must be met - and at least one criterion of the six must be the aptitude or End of Grade Test(s). The GERC should consider both aptitude and EOG scores for the placement of a student in stage 4. The eight categories are:

• Aptitude in the 98th percentile or greater (Supporting documentation detailing the need for this test should accompany the request)

• End of Grade Test(s) in Reading or Math area(s) 98th percentile or greater

• Scores in the 98th percentile or greater on iReady Benchmark Assessments in Reading or Math

• Teacher recommendation (AIG Individual Student Nomination Form) with anecdotal documentation attached to the teacher recommendation form including specific indications of giftedness

• Student Interest Inventory (AIG Student Interest Inventory Form) with sample documentation as evidence

• Student Performance Portfolio

• Task commitment as evidenced by behavior scale (Gifted Behavior Scale Form)

• Past academic performance (“A” preferred with “B” minimum grade of 85 required based on 10 point scale)

**MIDDLE SCHOOL CRITERIA (GRADES 6 - 8)**

**NOTE:** Individual case studies (including intelligence and/or achievement testing) will be given if the GERC is undecided about identification.

**STAGE 1** - Quality educational experiences with continuous talent development is available to all students through differentiated core instruction.
STAGE 2 - Four of the eight criteria must be met with one criterion of the four being either the aptitude or End of Grade Test(s). The eight categories are:

- Aptitude in the 85th – 90th percentile range (Supporting documentation detailing the need for this test should accompany the request)
- End of Grade Test(s) in Reading or Math area(s) 85th - 89th percentile range
- Scores in the 85th to 89th percentile on iReady Benchmark Assessments in Reading or Math
- Teacher recommendation (AIG Individual Nomination Form) with anecdotal documentation attached to the recommendation, including specific indications of giftedness
- Student Interest Inventory (AIG Student Interest Inventory Form) with sample documentation as evidence
- Task commitment as evidenced by behavior scale (Gifted Behavior Scale Form)
- Student Performance Portfolio
- Academic performance ("A" preferred with "B" minimum grade of 85 required based on 10 point scale)

STAGE 3 - Five of the eight criteria must be met with one of the five being either the aptitude or End of Grade Test(s). The eight categories are:

- Aptitude in the 90th – 97th percentile range (Supporting documentation detailing the need for this test should accompany the request)
- End of Grade Test(s) in Reading or Math area(s) 95th - 97th percentile range
- Scores in the 90th to 97th percentile on iReady Benchmark Assessments in Reading or Math
- Teacher recommendation (AIG Individual Nomination Form) with anecdotal documentation attached to the recommendation, including specific indications of giftedness
- Student Interest Inventory (AIG Student Interest Inventory Form) with sample documentation as evidence
• Task commitment as evidenced by behavior scale (Gifted Behavior Scale Form)

• Student Performance Portfolio

• Past academic performance (“A” preferred with “B” minimum grade of 85 required based on 10 point scale)

STAGE 4 - Six of the eight criteria must be met with one criterion of the six being either the aptitude or End of Grade Test(s). The eight categories are:

• Aptitude in the 98th percentile or greater (Supporting documentation detailing the need for this test should accompany the request)

• End of Grade Test(s) in Reading or Math area(s) 98th percentile or greater

• Scores in the 98th percentile or greater on iReady Benchmark Assessments in Reading or Math

• Teacher recommendation (AIG Individual Nomination Form) with anecdotal documentation attached to the recommendation, including specific indications of giftedness

• Student Interest Inventory (AIG Student Interest Inventory Form) with sample documentation as evidence

• Task commitment as evidenced by behavior scale (Gifted Behavior Scale Form)

• Student Performance Portfolio

• Past academic performance (“A” preferred with “B” minimum grade of 85 required based on 10 point scale)

NOTE: Upon request by a teacher or parent, a request for a Cognitive Abilities Test (CogAT) may be made to the AIG District Coordinator and the Director of Testing and Accountability.

SECONDARY CRITERIA (GRADES 9 – 12)

NOTE: Individual case studies (including intelligence and/or achievement testing) will be given if the GERC is undecided about identification.
STAGE 1 - Quality educational experiences with continuous talent development is available to all students through differentiated core instruction. Additionally, individual course counseling is available to ensure student(s) are enrolled in academically challenging courses.

STAGE 2 - Four of six criteria must be met with one criterion of the four being either the aptitude or End of Grade/Course Test(s). The six categories are:

• Aptitude in the 85th – 89th percentile range  (Supporting documentation detailing the need for this test should accompany the request)

• End of Grade/Course Test(s) in Reading or Math area(s) 85th - 89th percentile range

• PSAT/SAT or ACT in Reading or Math area(s) 85th – 89th percentile range

• Teacher recommendation (AIG Individual Student Nomination Form) with anecdotal documentation attached to the recommendation, including specific indications of giftedness

• Task commitment as evidenced by behavior scale  (Gifted Behavior Scale Form)

• Past academic performance (“A” preferred with “B” minimum grade of 85 required based on 10 point scale)

STAGE 3 - Four of six criteria must be met with one of the six being either the aptitude or End of Grade/Course Test(s). The six categories are:

• Aptitude in the 95th – 97th percentile

• End of Grade/Course Test(s) in Reading or Math area(s) 90th – 97th percentile

• PSAT/SAT or ACT in Reading or Math area(s) 90th – 97th percentile

• Teacher recommendation (AIG Individual Nomination Form) with anecdotal documentation attached to the recommendation, including specific indications of giftedness

• Task commitment as evidenced by behavior scale  (Gifted Behavior Scale Form)
• Past academic performance (“A” preferred with “B” minimum grade of 85 required based on 10 point scale)

STAGE 4 - Five of six criteria must be met with one criterion of the seven being either the aptitude or End of Grade/Course Test(s). The six categories are:

• Aptitude in the 98th – 99th percentile or greater

• End of Grade/Course Test(s) in Reading or Math area(s) 98th percentile or greater

• PSAT/SAT or ACT in Reading or Math area(s) 98th percentile or greater

• Teacher recommendation (AIG Individual Nomination Form) with anecdotal documentation attached to the recommendation, including specific indications of giftedness

• Task commitment as evidenced by behavior scale (Gifted Behavior Scale Form)

• Past academic performance (“A” preferred with “B” minimum grade of 85 required based on 10 point scale)

NOTE: Upon request by a teacher or parent, a request for a Cognitive Abilities Test (CogAT) may be made to the AIG District Coordinator and the Director of Testing and Accountability.

* 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.

Currently, the district has a student population that is: less than 1% Asian, less than 1% American Indian/Alaskan Native, less than 1% Native Hawaiian/Pacific Islander, 2.8% Black or African American, 6.2% Hispanic, 5% Two or More Races, 86% White, 18.51% Exceptional Children, 1.5% English Learners, and 51.92% Economically
Disadvantaged Students. SCS has a population of 47% female and 53% male. Stokes County Schools’ AIG student population is 8.83%. Of the 8.83% AIG student population, less than 1% is Asian, Native American, or Black, 3.8% are Hispanic, 4% are Two or More Races, and 90% are white. SCS has a population of 56% female and 45% male. The District AIG Coordinator will continue to work with the Director of Testing and Accountability (Federal Programs and English Learners) and the Director of Student Information to analyze student populations and review student data to monitor equitable identification practices.

In a review of the data, the AIG Advisory Committee discussed the discrepancies in identification between the male and female population, and some variance in Hispanic and black students was identified. In an attempt to respond to the inclusion of underrepresented populations in the AIG Program, Stokes County Schools will include the non-verbal component of the CogAT. Stokes County Schools (SCS) has included an additional data point utilizing iReady to create another universal sweep of data yearly. SCS has lowered the percentile for our Stage 2 identification in order to ensure we are meeting our student population’s needs. Additionally, the district has added a student performance portfolio to demonstrate higher than average academic performance. Nonverbal measures of the CogAT will be considered, as well as verbal and quantitative measures. Analysis of the nonverbal component in conjunction with the quantitative and verbal components of the CogAT will help the AIG Specialist or Designee, or GERC at each school to determine if students need additional screening and will help us in identifying under-served populations for the AIG Program. Students with a Nonverbal score of 85 or above accompanied by a Verbal score of 50 or above and/or students with a Quantitative score of 50 or above will be placed in the screening pool for further evaluation. Throughout this plan cycle, the district will add an additional non-traditional measure, student work sample portfolio. Our goal is to create criteria for the types of work samples that could be submitted and how those are to be evaluated consistently. Lastly, self-nominations and nominations by a parent or teacher with academic knowledge of a student may be submitted to the school’s AIG Specialist or Designee at any time.

The Cognitive Abilities Test (CogAT) non-verbal age percentile rank of 95 or higher will be used as an initial indicator of an Intellectually Gifted (IG) student and will be thoughtfully considered during the identification process. Since IG students may not meet a sufficient number of the criteria for placement in the AIG Program as described previously in this standard of the plan, an individual case study will need to be completed by the GERC and forwarded to the AIG District Coordinator for review/approval. These will be addressed on a case-by-case basis.

At the end of each school year, standardized scores for all students are reviewed by the AIG Specialist or Designee to identify potentially gifted students. However, the GERC can be convened at any time during the year when a student is recommended for screening. The AIG program will continue to collect demographic data each year, which will be disaggregated in order to determine areas for equity improvement in identification practices.
As with all students, multiple criteria will be utilized for identifying students for the AIG Program. Thus, no single criteria will exclude students from underrepresented populations in the AIG Program. Classroom teachers and AIG Specialists or Designee should use a Collaborative-Consultative Approach to develop the potential of these students who have been formally placed in the AIG Program or considered during the screening process.

* Practice D

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

Stokes County Schools will implement the nomination, eligibility, screening, referral, and identification procedures. The AIG Specialists or Designees will serve in a leadership role to ensure that the school-level GERC is formed, meets, and follows the procedures as outlined in this plan utilizing SCS AIG Nominations, Eligibility Determinations, and Placement Process guidance documents. This includes the AIG Specialists or Designees educating members of the GERC about the Stokes County AIG Plan and specifically the procedures for identifying students from traditionally underrepresented populations. The AIG Specialist or Designee may determine that experts from other areas (special education, ESL, etc.) may need to be included as needed.

Each identified student has an AIG folder that documents the screening, referral, and identification process. The folder is located in a secure location in the student's school. AIG department staff monitor AIG school records annually to ensure compliance and completion. There is a folder verification transfer form that must be completed when students change schools. The AIG Coordinator, AIG Specialists or Designees will annually provide consistent professional development for principals and all school identification committees/teams on identification procedures. AIG Specialists or Designees should keep school-level leadership informed and advise of any concerns related to the implementation of this plan. In the event that an issue cannot be resolved at the school level, the AIG Specialist or Designee should consult the AIG District Coordinator. Evidence of these procedures being followed consistently across the LEA should be documented and maintained by the AIG Specialists or Designees at the school level, including a list of any student referred and/or screened but not identified.

Annual professional development regarding the monitoring of the district’s AIG nomination, eligibility, screening, referral, and identification procedures will be conducted at the beginning of the school year. District-wide meetings will occur annually in October, as a working support session to ensure consistent identification, process, and implementation across the LEA.
An annual internal audit of all AIG files and documentation from GERC will occur each October. Completing these audits each October will help to ensure that any errors made or missing components are corrected within the academic year. This review will also ensure that AIG records are consistent and processes are followed accurately.

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

Stokes County Schools values the input of all stakeholders. The AIG District Team will continue to take the following steps in its commitment to ongoing improvements in communication with students, families, the community, and school personnel regarding all aspects of AIG.

- AIG brochure to provide parents and other stakeholders with information about the AIG Program
- Annual school-level AIG meeting to advise parents and students of expectations specifically related to the AIG Program within the first six weeks of school, including any extracurricular activities that are available from the AIG Specialist or Designee.
- A district parent engagement event
- Transition meetings with AIG Specialist or Designee and/or School Counselors (from elementary to middle and from middle to high school)
- Professional development for regular education and gifted education teachers that specifically addresses gifted learners
- Strengthen the Gifted Education Review Committees at all schools through professional development sessions on the identification process and AIG services at the school level
- An overview of the AIG Plan, including the screening, referral, and AIG identification processes, is presented to the school staff within the first six weeks of school and will be ongoing as needed to ensure that the process is understood and implemented properly
The AIG Coordinator provides updates and an annual overview to the administrators and other stakeholders across the district.

- The AIG plan is posted on the webpage of the district’s website and each school’s website.
- A hard copy of the plan is housed at each school.
- Information on the websites and in the brochures are available in both English and Spanish.

Additionally, the district will host an AIG Advisory Board meeting yearly. The board will consist of parents/guardians, AIG teachers, regular education teachers, and other district stakeholders which may include school psychologists, counselors, and administrators. Advisory board members will be informed of the referral, screening, and identification procedures and given opportunities to offer feedback.

*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.

It is the responsibility of the AIG Specialist or Designee at the school level to maintain documentation of the identification process and service options for each AIG student. It is also the responsibility of the AIG Specialist or Designee to review this documentation with parents/families or guardians annually. They will ensure that the required paperwork is consistently used throughout the district for the identification process. The following documents are required for all identified AIG students and should be included in each student’s AIG folder:

- Completed AIG Folder checklist
- AIG Summary of Eligibility and Recognition of Needs form should be completed for each nominated student and signed by the GERC
- AIG Annual Review Form should be completed and signed annually by the AIG Specialist or Designee (Process is described below.)
- AIG Individual Nomination Form along with appropriate student data and records.
AIG documentation is reviewed with the parent/guardian at the initial placement conference and annual meeting, which is held within the first month of school. At the conference services are explained to the parent/guardian and documents are signed. Parents/Guardians are encouraged to share concerns and offer input regarding AIG services. The signed documents are kept secure in each student’s AIG folder. Additional meetings are held with parents/guardians whenever there is a concern regarding student identification, placement, and/or services.

**Annual Review**

During each school year, the GERC, led by the AIG Specialist or Designee, will review the progress of each student participating in differentiated service options. Parents will be notified of their child’s continued placement in the program and amending the DEP (including staging), as necessary.

The following information explains the procedures for conducting an annual review.

1. The teacher providing the differentiated service will provide ongoing communication via progress reports, report cards, NC End-of-Grade/Course Test scores, and other applicable data.
2. The teacher providing the differentiated service will provide communication concerning observed behaviors which include: a) student performance—demonstrated mastery through work samples, portfolios, etc. b) student interest—focus area shown through formal interest inventory, informal interview, or documentation of student’s particular passion; c) student motivation to learn is demonstrated as a commitment to pursue learning experiences shown through school and/or outside of school experiences.

3. If it is determined that a student is not performing satisfactorily, the team will review the differentiated service options for that student by

   a. inviting the parent/guardian and student in for a conference to create a plan that will meet their student’s academic needs

   b. amending the DEP if deemed necessary

4. If it is determined that a student is performing satisfactorily in his/her service option, the GERC will notify the parent/guardian of his/her continued placement in those options.

5. If it is determined that a student needs an adjustment to the level of differentiated service that is received, the GERC will recommend to the AIG Specialist or Designee that the DEP be amended to meet the student’s needs. A conference should be scheduled with the parent/guardian and student to explain any changes in AIG services.

6. If it is determined that a student needs to be placed on probation for a period of time, the probation may be no longer than a year but no less than 9 weeks.

   a. Following the probationary period, the GERC will either take the student off probation or meet with the parent/guardian and the student to discuss student progress and determine the next steps for the student for continued AIG eligibility.

   b. The parent/guardian will be notified and requested to attend a conference to support the student’s individual needs.

7. Stokes County Schools will not follow the practice of de-gifting students and highly discourages students from exiting the AIG program. In the most extreme and rarest of circumstances, a student may exit the AIG program due to student requests, parent requests, and documented evidence that demonstrates differentiated services are no longer appropriate for the student.
Parents/Guardians will be notified and requested to attend an exit conference.

If all stakeholders are in agreement, the student may exit from the program but the student’s identification within SCS Academically and Gifted program will remain. Students will not be de-gifted.

* Ideas for Strengthening the Standard

- Incorporate collaboration and communication with High School Counselors via the Director of Academic and Emotional Support and AIG Coordinator to ensure Academically and Intellectually Gifted students continue to receive the support needed to engage them academically as well as socially and emotionally.

- Hold an annual AIG Advisory Council meeting. This will not replace the annual school level AIG meeting.

- Develop performance tasks for student performance portfolio that may be used as criteria evidence for placing AIG students. Train GERC on how to evaluate these pieces of evidence. (This was a goal for our previous plan that was not accomplished due to COVID.)

- Continue to work toward implementing a process for identification for K-3. (This was a goal for our previous plan that was not accomplished due to COVID.)
  
  - Teachers in K-3 need certification
  - Specific criteria developed
  - Professional development needed

- Schools complete and document their GERC and annual review process, including paperwork.

- Collaborate with the Accountability and Testing Director to develop systems to obtain data for underrepresented populations.

Planned Sources of Evidence
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<tr>
<th>Type</th>
<th>Document Template</th>
<th>Document/Link</th>
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<tr>
<td>AIG Standard 1 Additional Resources</td>
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<td>📄 AIG Summary of Student Eligibility</td>
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<td>📄 AIG Student Interest Inventory</td>
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<td>📄 AIG Notice of Ineligibility</td>
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<td>📄 AIG Multiple Indicators</td>
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Standard 2: Comprehensive Programming within a Total School Community

Stokes County Schools (850) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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.

AIG Specialist or Designee, general education teachers, and other school personnel work with gifted learners to ensure the academic, intellectual, social, and emotional needs of AIG students are met across all classroom environments, grade levels, and settings. Individuals who work with gifted learners shall provide services for students that encourage the development of critical thinking and problem-solving skills by employing diverse and effective instructional practices. AIG Specialists or Designees and others shall provide learning opportunities for students that focus on the development of interests and special talents of students. With the guidance of the AIG Specialist or Designee, opportunities that promote self-initiated and self-directed learning shall be provided for gifted learners. Stokes County Schools (SCS) employees use inclusion to serve all AIG students, all day, every day, through cluster-grouping in classrooms. AIG Specialists or Designees collaborate with teachers of gifted students to provide coaching, training, and differentiated core planning focusing on AIG instructional best practices. Multiple instructional approaches are utilized during lesson development to meet the needs of gifted students. Teachers engage AIG students by encouraging discussions, utilizing higher-order questioning, guiding students to consider different viewpoints, incorporating student interests and passions, and providing enrichment and extension activities. Additionally, teachers of gifted learners attend to different learning styles and are conscious of providing equitable services for unidentified students of underrepresented populations.
Grades K-3 AIG Services

The K-3 program is intended to foster talent development in all students. Students may be identified for informal placement and are cluster-grouped in classes. For K-3 students who are identified for informational placement, SCS implements a K-3 AIG Enrichment Plan to ensure their academic needs are being met. The AIG Specialist or Designee and/or instructional coach will provide indirect support by collaborating weekly with the regular classroom teachers to plan instruction, review various types of assessment data, and provide enrichment resources that can be used as lesson extensions or for differentiation.

Grades 4 - 8 AIG Services

At the elementary level, AIG students are cluster-grouped in inclusion classrooms with certified AIG Specialists or Designees. The AIG Specialist or Designee collaborates weekly with the general education teachers to plan instruction, enrichment opportunities, analyze learner data, and evaluate acceleration opportunities. Enrichment opportunities include but are not limited to, curriculum compacting, Problem Based Learning (PBL) tasks, interest projects, choice boards, independent study based on student interest, an enriched curriculum in the regular education classroom, and subject acceleration.

SCS provides services to students that are identified as academically gifted in Math by offering differentiated core instruction, supplemental core, or intensive enrichment. Instruction and enrichment may include flexible grouping, enrichment stations, differentiated instruction strategies for gifted learners, cluster grouping, curriculum compacting, problem-based learning (PBL), cross-age/multi-age class, after-school clubs, and school, district, and regional math fairs.

SCS provides services to students that are identified as academically gifted in Reading by offering differentiated core instruction, supplemental core, or intensive enrichment. Instruction and enrichment may include flexible grouping, enrichment stations, differentiated instruction strategies for gifted learners, cluster grouping, curriculum compacting, problem-based learning (PBL), cross-age/multi-age classes, after-school clubs, and school, district, and regional Battle of Books.

Eighth-grade students may be eligible to enroll in two levels of Latin. Students in 7th grade may qualify by their end of year iReady assessments, overall grades, and teacher recommendations to participate in this program. In order to qualify on the testing component, students must score in the 93rd percentile or higher on the iReady Reading Diagnostic. Students may also qualify with a 90th percentile or higher on both Reading and Math iReady Diagnostics. In order to meet the grade requirement, students must maintain an 85% or higher in every class. Lastly,
students must also have two teacher recommendations that express the student's readiness for this level of work and independence. This will allow the student to enroll in Latin as an 8th grader through NC Virtual Public Schools (NCVPS). This will give the student two foreign language credits meeting the UNC system graduation requirements.

The above opportunities are provided for students who are identified as AIG in math and reading as well as for those identified as Intellectually Gifted (IG). SCS understands that there isn't a “one size fits all” approach to providing instruction and opportunities for gifted students. Through professional development, district PLCs, school level PLCs, collaboration, and sharing of best instructional practices, teachers strive to differentiate for gifted learners. Additional enrichment opportunities offered include math fairs, after-school clubs as designed by the school (science clubs, environmental clubs, math clubs), and Battle of the Books.

**Grades 9-12 AIG Services**

At the high school level, students can self-select courses and participate in special activities. High School Counselors support AIG students through this process to ensure gifted learners are encouraged to pursue courses that are academically challenging and appropriate for the individual. This self-selection process is supported through student meetings and recommendations from teachers and school counselors. Students have the option to pursue Honors, Advanced Placement (AP), Career and Technical Education (CTE), and community college courses. Community college courses are provided through the Career and College Promise program in partnership with Forsyth Technical Community College. Additionally, students have the option to apply for admission to Stokes Early College High School.

NC Virtual Public Schools: All students can participate in NC Virtual Public School courses. These courses allow expansion of our course selection guide to allow students to explore additional interests. Additional AP options are available through this platform.

Early College: Students admitted to Stokes Early College High School enroll in high school and college courses beginning in the ninth grade. Students complete high school and college courses that meet North Carolina graduation requirements while simultaneously earning college credit towards post-secondary certificates, diplomas, and/or associate degrees.

Credit by Demonstrated Mastery (CDM): CDM provides the opportunity for students to personalize and accelerate their learning by earning course credit through demonstration of mastery of course material, without being required to enroll in the course. Students are required to complete a two-phase process to demonstrate their mastery and...
command of course material. A timeline for each phase of the CDM process will be shared with grade 9-12 students and families by the school administrator or secondary director at the beginning of each school year.

Early Graduation: Students are eligible for graduation once they complete North Carolina and Stokes County graduation requirements. Students desiring to graduate early work with school counselors to develop a graduation plan which includes documentation of parent/guardian permission documented on the application for early graduation. Students choosing to graduate early will be subject to the same scheduling limitations as all other students; however, eligible students desiring to graduate early may participate in community college, NCVPS, or other online courses as fifth period or summer classes to accelerate credit attainment. Diplomas for those graduating early will be conferred at the spring commencement ceremony after the early graduate completes all graduation requirements.

Internships: This option allows for additional development of workplace and technical competencies during the senior year. Internships allow students to observe and participate in daily workplace operations, interact with industry personnel, ask questions about particular careers, and perform certain job tasks. This opportunity can be exploratory or related to the desired career path and allows the student to get hands-on experience in a field of interest. The Career Development Coordinator, student, and business partner jointly plan the organization, implementation, and evaluation of the student’s internship. Internships are allowed during the school day or as a fifth period.

Forsyth Technical Community College - Career and College Promise: A partnership with Forsyth Technical Community College and Stokes County Schools offers the college transfer pathways to students who wish to begin a pathway toward a four-year Bachelor of Arts or Bachelor of Science degree. The pathways are a structured set of general education courses that, upon successful completion, will transfer to any of the University of North Carolina System public universities. Technical career pathways are also available to high school students interested in obtaining job credentials, certificates or diplomas in technical fields. Students earn both high school and college credit for courses, and students who complete college courses eligible for transfer to four-year colleges earn an additional quality point towards their grade point average which is equivalent to an Advanced Placement (AP) credit.

In meeting the needs of AIG students in grades 9-12, AIG Specialists or Designees should also, directly and indirectly, support general education teachers and instructional staff by:

1. Providing all teachers, specialists, and school counselors with access to information on students’ Differentiated Education Plans (DEPs).
2. Providing instructional support to assist teachers with differentiation strategies to enrich, extend, and accelerate.

3. Consulting with teachers and school counselors to address the needs of gifted learners.

4. Providing resources to share with other AIG Specialists, general education teachers, school counselors, other instructional staff, and administrators.

Please note that any student obtaining the highest level on EOG or EOC in mathematics will be cluster grouped in advanced mathematics classes or courses regardless of AIG identification. (HB986)

* 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.

SCS understands the importance of attending to the social and emotional needs of all students, including those of our gifted learners. The AIG District Coordinator will collaborate with the Director of Academic and Emotional Support to ensure that school counselors and social workers are aware of the AIG identification process, service options, and social/emotional considerations for gifted learners. The AIG District Coordinator and/or Director of Academic and Emotional Support will meet with grades K-12 school counselors to ensure that they are knowledgeable of their role in the identification, service delivery, and support within the AIG Program, in general, as well as how the AIG plan specifically addresses the social and emotional needs of gifted learners.

AIG Specialists or Designees will collaborate within school-level problem-solving teams to identify patterns among AIG students in our district, paying particular attention to their social and emotional needs. The district and school teams will continuously seek resources to provide to the school community. School counselors are encouraged to share resources with teachers and instructional staff to support the social and emotional needs of gifted learners as well. Counselors should also identify opportunities and lead small group discussions with this population. In addition, AIG
Specialists or Designees are a part of all PLC/MTSS teams and participate in problem-solving discussions around the academic, behavior, and social-emotional needs of students. Teams analyze data regarding student performance and use data to inform adjustments to core and enrichment instruction. Counselors and social workers will be informed about PowerSchool markers that identify AIG students at each school and will be provided a list of AIG identified students to ensure specific needs of AIG students are considered in their work with individual students and families. As much as possible, the AIG Specialist or Designee, along with Gifted Education Referral Committee (GERC), will seek input from school counselors when determining service options as the school counselor is best equipped to provide intervention and coping strategies for common social-emotional and mental health concerns experienced by gifted learners (e.g., anxiety, perfectionism, difficulties with peer interactions). Schools are encouraged to include counselors, social workers, and school psychologists as part of their Gifted Education Referral Committee (GERC).

AIG Specialists or Designees, inclusion teachers, general education teachers, instructional coaches, and school counselors should include a discussion of the social and emotional needs of AIG students during collaborative team meetings such as PLCs. Further, collaboration to address the social and emotional needs of students is facilitated through:

- Multi-tiered System of Supports (MTSS)
  - Problem-solving around the whole student
- Professional Learning Community (PLCs): Book studies, planning lessons that address student social and emotional needs, training on the development of DEPs each spring
- Annual Professional Development for teachers at the school level
- Mental Health training throughout the district

The social and emotional needs of gifted learners will also be included in the ongoing AIG professional development that will be delivered to all AIG Specialists or Designees, general education teachers, instructional coaches, and school counselors.

*Practice C*
Integrates and connects the AIG program and services with the district’s priorities and resources through policy and
According to North Carolina’s Rationale for the AIG Program Standards, our public schools should challenge all students to aim for academic excellence. A differentiated core in a multi-tiered system of support best ensures a quality educational experience is available to all students. Stokes County Schools’ vision is “Empowering all students to achieve and succeed.” All students are addressed in SCS AIG Plan and are considered within the following stages: 1, 2, 3, or 4. This is done intentionally to empower all students to achieve and succeed. The specific needs of gifted students are addressed in stages 2, 3, or 4. Compared to other students their age, academically or intellectually gifted students exhibit high-performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields. Academically or intellectually gifted students require varying degrees of differentiated educational services.

MTSS is a regular part of all PLC discussions (K-12). General education teachers, AIG Specialists or Designees, administrators, and other personnel analyze the impact of core and supplemental instruction for all AIG students monthly at their respective schools. This allows for continuous adjustments to core instruction to meet the needs of and encourage growth in AIG students. Supplemental instruction specifically aimed at AIG students may include but is not limited to, varying texts, compacting curriculum, and temporary homogeneous in-class groupings as addressed in Stokes County Schools (SCS) Board of Education Policy 3130: Grouping For Instruction. Additionally, the effectiveness of supplemental instruction is discussed and assessed at individual schools during PLCs. Regular analysis of student data allows frequent opportunities for adjustment to daily lesson plans to meet the needs of AIG learners. These changes in instruction, curriculum, and environment may be reflected in differentiated core instruction with a continued focus on grade (or above level) standards or may allow for the AIG learner to delve into enrichment units or independent studies.

The initial and continued placement of students in the AIG Program, including the annual staging and review, should be given a thoughtful consideration. Each gifted child’s placement and staging should be considered individually based on the needs of the child and matched with available resources of the LEA.

As previously noted, Stokes County Schools (SCS) recognizes that for the AIG Program to become an integral and connected part of the instructional program, training of personnel is critical and Stokes County Schools has established this as a priority for the district. Training is a prerequisite to developing a more comprehensive program and becoming more effective with the curriculum and instruction components within a multi-tiered system of support. Effectively integrating support and enrichment through differentiation will allow us to extend identification and services to our K-3 students, and achieve our long-term goals of improving our AIG service plan.
The AIG District Coordinator will provide universal access to information regarding all resources, programs, and services through a district-created Google Site, visuals (infographics), and other materials that show clear alignment between identification criteria and services.

District-wide training and meetings, including but not limited to monthly district PLC meetings, will provide information to ensure that programs are aligned with SCS district policies and strategic plan.

SCS is in the process of rewriting the district strategic plan. The AIG District Coordinator will serve as an advisor and advocate to ensure that district leadership is aware of the needs of gifted learners and that AIG students are considered in all changes to policies and initiatives. The AIG District Coordinator will also look for opportunities to partner with other programs within and outside the LEA to advance the Stokes County School AIG Program in policy and practice.

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

Purposeful grouping practices will be used for the placement of students at the beginning of the school year and also within the classroom during the school year. Administrators and teachers will review local and state assessments and other relevant student data to determine the most appropriate placement for AIG students, including cluster grouping. Cluster grouping is the practice of placing gifted students in a mixed ability classroom and providing differentiated curriculum and instruction by a teacher with gifted education training. The other students in their assigned class are of mixed ability. Differentiated instructional opportunities allow gifted students to interact with their intellectual peers as well as other same-age peers. Cluster grouping also affords opportunities to develop talent in other non-identified students. The intellectual, social, and emotional needs of gifted students can be addressed through the cluster grouping of AIG students with same-age peers as well. In addition to academic and intellectual giftedness, the needs of the whole child should be considered with placements. During the school year, benchmark assessments, teacher-created assessments, and other factors such as readiness, interest, and learner profile will guide any changes in flexible grouping.

The AIG District Coordinator, curriculum directors, principals, accountability director, AIG Specialists, gifted education inclusion teachers, and general education teachers will monitor the growth of gifted learners. A collaborative
conversation and evaluation related to the effectiveness of the grouping strategies and instructional practices will be conducted yearly. Student placement and professional development opportunities will be modified to address the needs of AIG students to continuously improve student outcomes.

Stokes County Schools’ intentional and flexible grouping practices provide various opportunities in multiple settings for AIG students to achieve their highest potential. A summary of the practices utilized to promote growth and achievement are listed below:

- AIG students are Cluster-grouped in general education classrooms
- Enrichment is provided through cross-grouping
- Providing a list of AIG certified teachers to the principals annually
- Providing planning time with AIG Specialist, Designee, or instructional coach
- Combining approaches used during instruction to meet the needs of students, such as:
  - encouraging student discourse
  - facilitating the use of higher-order questioning techniques
  - bringing different viewpoints into the classroom for students through guest speakers, Socratic seminars, etc.
  - eliciting student involvement in various school and district committees, clubs, extra-curricular activities, etc.
  - meeting the needs of a variety of learning styles
  - addressing students' needs efficiently and effectively
  - allowing for enrichment or extension based on formative or summative assessment data
  - providing instruction based on the interest, readiness, or learning styles of students
  - providing targeted focused small-group instruction
• incorporating learning stations to accomplish several objectives in a lesson

* 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.

Annually, the district AIG coordinator will share the Stokes County Schools’ AIG Plan updates and data with the Stokes County Schools’ Board of Education. The district accountability director will also share standardized test scores and other measures of student and school performance for AIG students and other subgroups with school and district leaders including the Board of Education.

Each fall, the district AIG coordinator will meet with administrators to review the Stokes County Schools Academically and Intellectually Gifted Education Plan.

The district coordinator will schedule a meeting annually with gifted education specialists and/or designees to review the screening and annual review processes.

AIG Specialists or Designees will share information at their respective schools annually regarding the Stokes County Schools Academically and Intellectually Gifted Education Plan and Program. Annual training will ensure all teachers are aware of the nature and needs of gifted students as well as appropriate instructional strategies.

AIG professional development will be held at least once a year on various topics. These sessions will be open to all teachers. The topic of professional development will vary based on the comprehensive needs assessment (informal feedback, data, and district surveys) of students and teachers.

AIG Specialists or Designees from across the district will meet monthly in PLCs to collaborate. They will share resources, lessons, best practices, and information to maintain consistency across the district and provide support for one another.

During weekly PLC meetings school personnel (general classroom teachers and AIG Specialists or Designees) should collaboratively plan to prepare for the differentiated education of gifted learners. During this meeting, lesson plans, data, materials, and curriculum will be discussed to ensure alignment with the district AIG program goals as well as student needs and interests.
**Practice F**
Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

Principals will ensure all teachers are aware of student identification and service needs at each grade level by including the AIG plan as part of the school’s beginning of the year meetings. Principals may delegate this task to the school-level AIG Specialist or Designee.

When students transition from elementary to middle and from middle to high school, AIG Specialists or Designees will meet to discuss student needs and recommended services. At this time, schools will share a roster of AIG students, as well as those students who are on the school’s candidate pool but not yet identified. AIG Specialist or Designee will transition the AIG folders and complete the transfer of records form to ensure student information has transitioned safely and securely.

During registration meetings with students and parents at the high school level, school counselors will encourage any AIG-identified students to take Honors, AP, Career and Technical Courses, or Career and College Promise courses as appropriate to take advantage of opportunities for more challenging curricula.

**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.

Stokes County Schools strives to match services and programs with student needs. The available resources of the district must also be considered. Acceleration is a research-based intervention and a best practice in gifted education that can provide optimal learning opportunities for high-ability students. To select the most appropriate type of acceleration, one must first carefully consider the student’s characteristics, skills, and interests, as well as ability. Most gifted students demonstrate uneven ability profiles when you consider academic and intellectual ability along with fine and gross motor skills, social and emotional maturity, and organization and time management skills. Thus strengths and areas for growth must be considered across all domains when considering acceleration.
A non-exhaustive list of acceleration options follows and will meet the needs of most gifted students who need acceleration. Options that can be used in a variety of settings, grade levels, and content areas include:

- in-class grouping by skill
- cluster grouping
- curriculum compacting and differentiation of instruction in an inclusion classroom
- mixed-grade classes, with gifted students telescoping or condensing two years in one or three years in two
  - subject-matter acceleration (e.g., going to a higher class for specific subjects in elementary school or to one or more classes at a higher grade in secondary school)
  - participation in high-level competitions and talent searches for qualifying students

- Other options more typical of the middle or high school level include:
  - Advanced Placement (AP) courses and college-level classes are taught at the high school so that students enroll in college with advanced standing
  - Stokes County Early College High School offers students a traditional college preparatory high school diploma as well as the opportunity to earn 60-plus college credits and/or a two year Associate Degree from Forsyth Technical Community College
  - Online classes that yield high school or college credit that may lead to early high school graduation
  - Summer enrichment camps and courses sponsored by colleges, universities, state agencies, and organizations are available to high achieving students to spark intellectual curiosity and provide pathways to post-secondary success

Curriculum Compacting: In grades K-8 curriculum compacting may occur as a part of core instruction, or daily enrichment. During PLC discussions, AIG Specialists or Designees will work alongside general education teachers to assess AIG students' knowledge of skills and standards yet to be taught. As this data may reveal the mastery of these skills already, an adjusted instructional focus will be determined. Such adjustments may occur during whole-group
core instruction, guided and collaborative learning tasks, or independent practice in the general education class. Once an appropriate plan is determined, students will spend time in accelerated or enriched studies. Curriculum compacting will occur in partnership with the AIG Specialist or Designee and general education teacher(s) as they are equipped with the knowledge and resources to pre-assess student skills to plan instruction accordingly. Advanced reading and math classes are available at the middle school level for gifted learners who demonstrate a need for curriculum compacting. Any student achieving the highest level of achievement on Math End of Grade tests will be allowed to be enrolled in the advanced mathematics courses regardless of AIG identification.

Credit by Demonstrated Mastery: Per State Board of Education policy, all LEAs were required to offer the opportunity for students to earn Credit by Demonstrated Mastery (CDM) for high school courses by the end of 2014-15 with this option being available to students starting with the 2015-16 school year. Access to the Credit by Demonstrated Mastery process is open to all North Carolina public school students, not just AIG students.

If a student is interested in Credit by Demonstrated Mastery, a meeting is scheduled with the student, parents/guardians, principal, subject area teacher, and school counselor. The purpose of the meeting is to fully explain the process and reference the most current guidelines from the North Carolina Department of Public Instruction (NCDPI). School personnel will consult with the curriculum department and accountability director regarding current testing and artifact requirements when a student expresses an interest in Credit by Demonstrated Mastery. Only general guidelines are included in the Stokes County Schools AIG Plan and the NCDPI guidelines will always supersede this plan.

Under the current guidelines as referenced in NCDPI’s “Credit by Demonstrated Mastery,” a student must complete two phases to demonstrate mastery in specific courses. Phase 1 involves meeting a minimum passing score on an assessment such as an End of Course (EOC) or Career and Technical Education (CTE) assessment. Stokes County Schools will follow NCDPI guidelines regarding testing requirements.

While the Phase I assessment process establishes a student’s strong foundational understanding of the course standards, the Phase II artifact development process establishes a student’s ability to apply knowledge in a real-world context, requiring students to show deeper content mastery and establishing clearly that they should be awarded credit. For all EOC and non-EOC courses, students are expected to create an artifact that demonstrates their deep understanding of the content standards and their ability to apply the skills and knowledge expected for the course. Artifacts may be of any type, ranging from three-dimensional to paper-based to electronic to oral interviews, as determined by the Credit Mastery Committee. Stokes County Schools will follow DPI guidelines regarding artifact development and evaluation in determining whether credit is awarded based on mastery.
Dual Enrollment: Dual enrollment opportunities that allow students to earn college credit while in high school are available to all students who meet enrollment criteria established by the North Carolina Community College System. Dual enrollment opportunities are not limited to AIG students. In partnership with Forsyth Technical Community College, Stokes County Schools students at the traditional high school and as a part of the Stokes Early College High School program may take online and in-person college courses as a part of the Career and College Promise Program. Courses offered to qualified students include college transfer courses and technical career pathway courses.

Students enrolled at the traditional high schools who meet admission requirements may enroll in coursework in the college transfer pathway earning credit towards a Bachelor of Arts or Bachelor of Science degree. The pathways are a structured set of general education courses that, upon successful completion, will transfer to any of the University of North Carolina System public universities. Technical career pathways are also available to high school students interested in obtaining job credentials, certificates, or diplomas in technical fields. Students earn both high school and college credit for courses, and students who complete college courses eligible for transfer to four-year colleges earn an additional quality point towards their grade point average which is equivalent to an Advanced Placement credit.

Students admitted to Stokes Early College High School enroll in high school and college courses beginning in the ninth grade. Students complete high school and college courses that meet North Carolina graduation requirements while simultaneously earning college credit towards post-secondary certificates, diplomas, and/or associate degrees. Admission to Stokes Early College is based on application, achievement, and demonstrated capacity for learning.

Subject and/or Grade Acceleration: In grades K-8, the AIG GERC at each school will determine the appropriate service option for each AIG-identified student. Stokes County Schools also recognizes that there are students that demonstrate a strong need for acceleration that involves subject and/or grade acceleration when an appropriate body of evidence indicates the need. Data provided to the GREC during a review, or initial placement and the development of the DEP may reveal the need for a student to receive subject-specific, or whole grade, acceleration services. Such data will come from achievement and aptitude assessments, classroom work samples and assessments, teacher observations, and/or a portfolio. The documentation provided to the GERC when considering acceleration may include evidence that the student is performing consistently two grade levels ahead or more in all subjects (whole-grade acceleration) or the identified area of giftedness (subject-specific acceleration). For subject-specific acceleration, the committee will consider adjustments to the student's instructional day and a transition plan, as well as strategies to address possible social and emotional implications. School administrators must give the final approval to a student’s DEP when subject-specific acceleration is considered the best service option. For whole-grade acceleration, there should be significant evidence that a student is performing well above his/her same-age peers and other service options would not meet documented needs. The school administrator, as well as the district AIG coordinator, will be a
part of the GERC meeting for any student in which whole-grade acceleration is considered. In these cases, a referral to the AIG District Coordinator and appropriate Director of Curriculum should be made. Appropriate documentation must accompany the referral. Referring teachers and administrators should provide documentation that supports the student has demonstrated a strong need for differentiation through grade or subject acceleration. Indicators that grade acceleration may be appropriate include:

- Reading two or more years above grade placement
- Performing in math two or more years above grade level
- Above grade-level testing
- Supporting documentation from AIG Specialists or Designees, classroom teachers, parents, and/or students should include several of the following: a portfolio, student work, assessment results, interviews, etc.
- Additional data indicating student’s preparedness for whole-grade acceleration such as fine and gross motor indicators, social and emotional maturity, time management and organizational skills, etc.

After receiving the referral and supporting documentation, the AIG District Coordinator and appropriate Director of Curriculum will assemble a team of specialists to determine if the requested acceleration plan best meets the needs of the student.

Early admission to kindergarten is another possible form of grade acceleration which may be an appropriate service option for young gifted learners. A parent wishing to submit his/her child for consideration for early admission to kindergarten shall present to the principal of his/her local school the required information within the first thirty (30) calendar days of the school's instructional year. For a child to be eligible to enter school early shall be precocious in academic and social development and score at the 98th percentile on a standard individual test of intelligence. The child must be tested by a certified, licensed psychologist. The cost for all testing is the responsibility of the parents/guardians. All testing must be administered after April 16th which follows the child's fourth birthday. The principal will act on the request within three (3) weeks. If the child is admitted to kindergarten, before the end of the first ninety (90) calendar days of the child's being enrolled, the principal may rescind his/her approval based on substantial evidence documenting that the child is not adjusting satisfactorily to the school setting. Before a child may be exited from school, the parent must be invited to assist in the development of intervention strategies. If the strategies are not successful and the decision is made to remove the child from school, parents must be given at least
ten (10) days' notice to arrange child care if needed. The details of this process are posted on the district's AIG website and will be consistently followed among all elementary schools.

* 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.

Stokes County Schools employs inclusion as its delivery model for AIG services in grades K-8 classrooms. This ensures that all students are served all day, every day by highly qualified teachers that provide differentiated core instruction. Stokes County Schools will analyze benchmark diagnostic assessments administered to all K-8 students three times yearly, NC Check-Ins, standards mastery assessments, and common formative assessments of all students, including underrepresented populations. This data will encourage teachers (AIG Specialists or Designees) to notice patterns and provide advanced learning opportunities, especially for our English Learners, highly gifted, twice-exceptional, culturally and ethnically diverse, and economically disadvantaged populations. A universal screener is administered to all 3rd grade students in the second semester. The universal screener is one of the criteria used to identify gifted students and creates a pool of potential students. The screener serves as another measure that assists in evaluating the comprehensive needs of all students and guides continued talent development. The screener is available in Spanish as well as English and modifications are provided as appropriate based on IEP, 504, or English Language Learners Plan (ELLP). AIG teachers will continue to work with EC and EL teachers to identify gifted students who are twice-exceptional. Teachers work to ensure any student identified as being twice-exceptional can be served in both areas of need/talent.

K-3 teachers, alongside the AIG Specialist or Designee, nurture students who exhibit characteristics of giftedness. AIG specialists will offer support and resources to K-3 general education teachers. Resources such as Primary Education Thinking Skills (PETS) are available at each school to foster critical thinking skills and extend access to advanced instruction to all students in K-3. As a result of PLC and MTSS discussions, AIG Specialists or Designees may make observations on students in K-3 exhibiting talent or skill mastery. AIG Specialists or Designees will offer strategies, to be used during daily enrichment times, that regularly engage students in critical and creative thinking.

Stokes County Schools will be intentional with the identification of underrepresented populations by including the non-verbal component of the CogAT during the student identification process. SCS has included an additional data point utilizing iReady to create another universal sweep of data yearly. SCS has lowered the percentile for our Stage 2
identification in order to ensure we are meeting our student population's needs. Additionally, the district has added a student performance portfolio to demonstrate higher than average academic performance. As with all students, multiple criteria will be utilized. Thus, no single criteria will exclude students from any population, including under-represented populations in the AIG Program. Classroom teachers, gifted education inclusion teachers, AIG specialists, counselors, and administrators should use a collaborative-consultative approach to continue to develop the talents of students who have been formally placed in the AIG Program or have been considered during the screening process.

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

According to Duke TIP’s “Digest of Gifted Research,” students can learn valuable lessons from academic and non-academic extracurricular activities. These may provide settings for adolescents to share common interests with like-minded peers, form relationships outside of family and friends, and experiment with different roles that may develop a current or potential talent.

In a recent study of gifted high school graduates, respondents indicated that some of their most positive school experiences were in extracurricular activities. Students stated that activities such as sports and the arts offered opportunities to relieve stress, develop skills outside of the academic realm, and create a sense of belonging. Extracurricular clubs also present possibilities for students to strive for personal improvement and see the results of hard work. Such situations may be particularly important for students who are not adequately challenged in the classroom.

Each grade span, school, and/or region of the district is encouraged to develop a resource guide or list of opportunities that are available within and outside the school. These opportunities can be communicated through a newsletter, website, social media, or other communication forms to best inform parents/guardians and students. This list should include free or low-cost options to ensure that all students, especially the large number of economically-disadvantaged students within the district, have an opportunity to participate.

A non-exhaustive list follows:

- Duke TIP Participants: Summer Studies, Independent Learning, eStudies, and Scholars Weekends
- Field trips
- After-school or during-school clubs
- Sports teams that may be school-based or community-based
- Arts: visual arts, drama, music, and dance, (Stokes County Arts Council and other organizations may be a resource or referral source along with private organizations.)
- Scouting, 4-H Clubs, and others
- Student government, politically aligned groups, or volunteering opportunities
- Service projects where gifted students serve in a leadership capacity
- Guest speakers or shadowing opportunities where students can explore an area of interest
- A challenging, engaging, and family-fun night focusing on a specific theme or idea
- Summer enrichment opportunities (camps, swim clubs, other)
- Coming in the summer of 2023 - Collaboration with NC State School of Engineering for summer camps to broaden the opportunities for elementary students in the science and engineering fields.

* Ideas for Strengthening the Standard

- Continue to increase focus on the social and emotional needs of gifted learners and provide training specifically related to this aspect
- Revise DEP to include a section with specific social/emotional needs of a student
- As we continue implementation of MTSS, focus on differentiated instruction using a tiered approach and include related training that involves general education, special education, and gifted education
- Incorporate data decision rules for talent development and enrichment for gifted learners
- Continue the elementary AIG PLC meetings with a focus on specific professional development during these meetings
- Initiate a middle school and a high school AIG PLC meeting structure similar to the elementary program
- AIG Advisory Board will become a more active body, especially during non-revision years, to meet annually
- To stay abreast of current research-based practices for gifted learners, encourage teachers to join professional organizations, read scholarly articles, provide training for peers and administration, etc.
- Under the district’s initiative of differentiated instruction - general education, special education, and gifted education will provide joint professional development for teachers and administrators

**Planned Sources of Evidence**

<table>
<thead>
<tr>
<th>* AIG specialist licensure data</th>
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<tbody>
<tr>
<td>* Lesson plans created by AIG specialists and classroom teachers</td>
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<tr>
<td>* Agendas and certificates from professional development offerings at the regional and state levels</td>
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**Documents**

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

AIG Specialists or Designees with Stokes County Schools use the NC Standard Course of Study (SCOS) K-12 as a guide for instruction. Educators adapt it to differentiate for the varied interests and abilities of all students, including those identified as AIG. AIG Specialist or Designee will use differentiated instruction to enrich, extend, and accelerate learning for all learners, including AIG students, with the goal of maximizing students’ potential.

The key principles of differentiated instruction are student-centered instructional practices and materials that are standards-based and grounded in research, instruction that has clear objectives with focused activities to reach the objectives, assessment used to inform instruction, multiple ways for students to demonstrate mastery, and variation in the depth, complexity, and pace of instruction. Curriculum compacting, above-level reading lists and materials, tiered assignments, and vocabulary development are a few of the methods utilized to ensure appropriate differentiation. Strategies may include small group discussions, cooperative groups, seminar discussions, debates, research, report writing, essays, and above-level independent reading with goals to extend the learning beyond current capabilities. In grades K-8, teachers collaborate to develop common, formative ways of assessing students’ knowledge of grade-level standards. During PLC discussions, teachers will analyze the data to determine instructional next steps. Teachers will make adjustments to subsequent lessons presented to the whole class as well as develop plans for daily enrichment opportunities. AIG Specialists or Designees will provide strategies to the general education teachers to enrich, extend,
or accelerate learning. Examples of strategies may include in-class homogeneous grouping, independent interest projects, and differentiated material.

All K-8 teachers also have access to the iReady Teacher Toolbox (the iReady Diagnostic Assessment and individualized student pathways.) The Teacher Toolbox provides lessons and resources for reading and math standards in all elementary and middle grades. Teachers may access these materials for the following grade level, or beyond, to provide acceleration opportunities for students. All students have access to iReady lessons weekly. These lessons provide personalized instruction and practice for each student. Gifted students will have the opportunity to regularly work on lessons well-beyond their current grade level. As a district, we will continue to strengthen our pre-assessing efforts of grade-level standards for all students, including those identified as AIG, to ensure acceleration is provided to students when needed.

The National Association for Gifted Children recommends access to curricular resources for gifted learners, professional development for all teachers about the needs of gifted learners, and gifted education specialists who successfully differentiate instruction. Gifted students need differentiated core instruction, supplemental instruction, and at times intensive differentiated instruction to learn and grow. In Stokes County, gifted learners spend the majority of their school day in AIG inclusion education classrooms. However, all teachers have professional development regarding gifted learners and how to meet their academic, intellectual, social, and emotional needs. Assessment is important to determine the differentiation that needs to occur that promote learning. Differentiation may include grouping strategies, varying resources, or adjustments to the pace of instruction. Opportunities for intellectual engagement, consideration of ideas, and more complex tasks are important as well.

**Program Service Option Stages:**

Gifted students demonstrate a wide range of individual needs. Stokes County Schools strives to provide numerous opportunities and options to meet these needs. A continuum of services allows for individual students' needs to be addressed. The four stages of services offered in SCS are based on Treffinger's model of All, Many, Some, and Few (Maker and Nielson, 1995). The organizational pattern utilizes common grade span groupings identified at the primary, elementary, middle, and secondary levels.

- **Stage 1** students are all individuals who need a challenging program that includes opportunities for them to develop their abilities, skills, and talents. Gifts and talents in all students are nurtured to spark their interests. These needs are addressed in the general education classroom at all levels.
Stage 2 students show giftedness through certain talents or abilities in specific areas. They may demonstrate varying degrees of success in different academic areas. These students can access options such as flexible or cross-grouping, cluster grouping with academic peers, or Advanced Placement and Honors courses at the high school level.

Stage 3 students show outstanding ability in a number of academic areas and need a strong, challenging, and enhanced differentiated program. These students may need to pursue a more in-depth curriculum or progress at a faster rate. Program options for these students may include cluster grouping, curriculum compacting, content differentiation, or independent study contracts.

Stage 4 students need an individualized program that might involve acceleration of content. Additional options that may be appropriate include grade or subject skipping, independent study contracts, mentorships, or advanced technology training.

Service Delivery Option Descriptions:

PRIMARY SERVICE DELIVERY OPTIONS

Formal identification for AIG services in Stokes County Schools is provided in Grades 4-8. K-3 classroom teachers and AIG Specialists or Designees use a collaborative-consultative approach to provide an appropriate enriched curriculum as needed for advanced primary students. Our goal is to increase differentiated instruction in the general education classroom. SCS will continue to develop K-3 teachers' capacity to utilize the Primary Education Thinking Skills (PETS) program by connecting the PETS content to the current pacing and framework structures. This is a continuation of the district's 19-22 AIG Plan. This goal was interrupted by COVID. The following options may be used to nurture the talents of young advanced learners: In-class flexible or cross grouping, classroom stations, menus and choice boards, cross-age/multi-age classes, technology enhancements, independent study, content enrichment, tier lesson planning, grade acceleration, or subject acceleration.

Grades 4-8 Service Delivery Options

A general description of the service delivery options are outlined below. The ones that are appropriate and applicable for each level (elementary, middle, and secondary) and each stage (1, 2, 3, or 4) within the levels are specified in the charts included in this section of the plan. The purpose of the various service delivery options is to select the most appropriate educational setting that meets the needs of gifted learners within the context of this plan and the resources of Stokes County Schools. These service options may include grade skipping, subject skipping, classroom stations,
workstations, inclusion, cluster grouping, consultative services, cross-age/multi-age groupings, flexible grouping, curriculum compacting, enrichment units, independent study, shadowing programs, multimedia experiences, and science instruction.

ELEMENTARY SERVICE DELIVERY OPTIONS

Stage 1
- NC Standard Course of Study
- Flexible grouping
  - Differentiated core instruction for talent development of all learners

Stage 2
- NC Standard Course of Study
- Differentiated Supplemental Core
- Flexible grouping that fosters talent development
- Learning stations
- Cluster grouping
  - Curriculum enhancement through content, tasks, and assignments

Stage 3
- NC Standard Course of Study
- Flexible grouping
- Cooperative and independent learning stations or labs
- Differentiated advanced core instruction
- Cluster grouping
- Independent curriculum compacting
- Curriculum enrichment through content, tasks, and assignments
- Cross-age/multi-age grouping or classes

Stage 4

- NC Standard Course of Study
- Differentiated and intensive advanced core instruction
- Flexible grouping for advanced learners
- Cooperative and independent learning stations or labs
- Differentiated and advanced instruction for gifted learners
- Cluster grouping
- Independent curriculum compacting
- Accelerated curriculum
- Cross-age/multi-age grouping or classes
- Independent study contracts
Grade acceleration
Subject acceleration

MIDDLE SCHOOL SERVICE DELIVERY OPTIONS

Stage 1
- NC Standard Course of Study
- Flexible grouping
- Differentiated core instruction for talent development of all learners

Stage 2
- NC Standard Course of Study
- Differentiated Supplemental Core
- Flexible grouping that fosters talent development
- Learning stations
- Cluster grouping
- Curriculum enhancement through content, tasks, and assignments

Stage 3
- NC Standard Course of Study
- Tiered assignments
- Flexible grouping
- Cooperative and independent learning stations or labs
- Differentiated instruction strategies
- Cluster grouping
- Accelerated curriculum
- Curriculum compacting
- Curriculum enrichment through content, tasks, and assignments
- Cross-age/multi-age class
- Specialized content specific classes; i.e. Math 1

Stage 4

- NC Standard Course of Study
- Tiered assignments
- Flexible grouping
- Cooperative and independent learning stations or labs
- Differentiated instruction strategies
- Cluster grouping
- Accelerated curriculum
- Curriculum compacting
- Cross-age/multi-age class
- Independent study contracts
- Grade acceleration
- Subject acceleration
- Specialized content specific classes; i.e. Math 1

SECONDARY SCHOOL SERVICE DELIVERY OPTIONS

High School service options may include Honors courses, Advanced Placement (AP) courses, Stokes Early College High School, distance learning, Career and College Promise (CCP), early college entrance, Career, and Technical Education (CTE), Credit by Demonstrated Mastery (CDM), early graduation, NC Virtual Public Schools (NCVPS), computer-based instruction, telecommunication, and online courses.

School counselors play an important role in assisting gifted students in meeting their academic, career, and personal, social and emotional needs. Finding ways to meet those needs through curriculum guidance, responsive services, individual planning, and system support requires first developing an understanding of these students' unique needs. At the high school level, it is important that the school counselor works with the student, parents/guardians, content-specific teachers, AIG Specialists or Designees, general education teachers, and outside organizations such as colleges and universities to ensure that an appropriate plan is developed during course selection advisement.

Stage 1
- NC Standard Course of Study
- In-class flexible grouping
- Credit by Demonstrated Mastery
  - Differentiated instruction strategies for talent development of all learners

Stage 2
- NC Standard Course of Study
- In-class flexible grouping
- Credit by Demonstrated Mastery
- Differentiated instruction strategies for gifted learners
- Honors courses
- Advanced Placement courses
- Stokes Early College High School
- Dual enrollment in Career and College Promise courses in conjunction with Forsyth Technical Community College

Stage 3
- NC Standard Course of Study
- In-class flexible grouping
- Credit by Demonstrated Mastery
- Differentiated instruction strategies for gifted learners
- Honors courses
- Advanced Placement courses
- Stokes Early College High School
- Dual enrollment in Career and College Promise courses
- Accelerated Curriculum

Stage 4
- NC Standard Course of Study
- Credit by Demonstrated Mastery
- In-class flexible grouping
- Differentiated instruction strategies for gifted learners
- Honors courses
- Advanced Placement courses
- Stokes Early College High School
- Dual enrollment in Career and College Promise courses
- Early Graduation
- Early college entrance
- Accelerated Curriculum
**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.

Gifted learners receive enrichment and acceleration from the AIG Specialist or Designee to maximize higher levels of student achievement. Data from formal and informal assessments, work samples, and observations will inform how teachers match gifted learners to appropriate differentiation. AIG Specialists or Designees, instructional coaches, administrators, and others that serve gifted learners, collaborate together to employ diverse and effective instructional practices that ensure continuous academic progress. The district supports practices such as pre-assessment to determine readiness, the use of interest and learning inventories to develop student learning profiles, the use of small group instruction, and various approaches to provide personalized learning experiences. Curriculum adaptations are made to meet the needs of students according to their identification area(s) such as:

- **Learning Contracts** are agreements made between the AIG Specialist or Designee and student that allow the student to work independently on either accelerated or enriched materials. To be effective, contract goals should be realistic and the teacher should meet with the student on a regular basis to review his or her progress.

- **Differentiated Instructional Units** are designed to consider individual learning abilities and levels of content and skill mastery. Units are offered in the areas of reading, writing, and math and are aligned to the North Carolina Standard Course of Study. Differentiated instructional units provide students the opportunity to engage in independent, student-centered learning as well as collaborative learning. Differentiated units for AIG, and other advanced learners, will incorporate curriculum compacting, honor individual learning styles, and are integrated across content areas.

- **Academic Enrichment Units** may be available for students to provide enriched experiences that complement differentiation within the inclusion classroom environment. These may include Project Based Learning (PBL) or real-life applications. These experiences may include product development, interest exploration activities, and curriculum expansion opportunities. An emphasis on higher-order thinking skills will be a major component of enrichment units.

- **Independent Study** may be used as a way to either accelerate or enrich student learning. Students displaying content mastery or having a special interest may contract with the AIG Specialist or Designee for an independent study project. This works best for students who are self-directed, have strong interests, and can articulate a clear idea of what they would like to investigate. The AIG Specialist or Designee serves as a resource person and meets periodically with each student to assess progress.
Accelerating Curriculum may be available to students who show a need for acceleration of content. Students displaying the ability to grasp an in-depth understanding of the content at an accelerated pace may work independently or with a group of students to show mastery of the curriculum in a modified amount of time. The AIG Specialist or Designee serves as a resource person and meets periodically with each student to assess progress.

Compacting Curriculum may be available to those students that have demonstrated mastery of the content being taught. AIG Specialist or Designee can make adjustments to the curriculum by replacing content students know with new content, enrichment options, or other activities. The AIG Specialist or Designee should determine the expected goals of the content, skills, or standards the students must learn to modify and monitor student progress and mastery of the curriculum.

AIG Specialists or Designees in Stokes County Schools strive to employ best practices for gifted learners to challenge them and provide opportunities to thrive and make continuous progress in school. The curriculum is adapted to meet the needs of gifted learners and students with high potential by modifying content, process, product, and environment. AIG Specialists or Designees also make recommendations and support general education classroom teachers in using best practices for gifted learners. Recommendations may include:

- using pre-assessments to inform instructional planning
- compacting the curriculum
- learning contracts that provide enrichment and/or acceleration opportunities
- tiered lesson planning and activities
- Problem Based Learning (PBL)
- differentiated units
- independent study projects/investigations based on students’ interests
- teaching research, higher-level thinking, creative thinking, problem-solving, and communication skills
- Allow gifted children ownership of learning as they access, process, approach, generate and share information
- clustering gifted children together to provide an intellectual peer group
- provide opportunities for gifted students to participate in competitions and collaborative projects such as math fairs, tournaments, Battle of the Books competitions, spelling bees, Quiz Bowl, etc.
- incorporating multimedia experiences
- offering opportunities for distance learning and advanced courses

Each school has AIG Specialists or Designees who provide support to teachers in employing diverse and effective instructional practices. The general education teacher will provide a service delivery model that ensures differentiation, extension, and enrichment are provided to the gifted students. This model includes the following:

- cluster-grouping of AIG students in classrooms
- list of all AIG certified teachers provided to the principals
- planning time with general education teachers
- equitable services for at-potential students by providing multiple opportunities to demonstrate their potential
- variety of research-based instructional approaches used during a lesson to meet needs of gifted learners

Instructional best practices may include but are not limited to:

- student-led discussions
- facilitate the use of higher-order questioning techniques
- bring different viewpoints into the classroom for students
- elicit student involvement
- meet the needs of a variety of learning styles
- assist individual students efficiently and effectively by incorporating reciprocal teaching practices
- allow for enrichment or extension for students based on formative or summative assessment data
- provide instruction based on the interest, readiness, or learning styles of students
- enrich or extend content instruction for small groups

**Grades K-3 AIG Services**

The AIG Specialist or Designee collaborates regularly with the general education teachers to support planning instruction, share instructional resources, assess student progress (or AIG services or implementation of the AIG program), and analyze various types of data to assist with creating small groups and determining student differentiation needs.

**Grades 4-5 AIG Services**

At the elementary level, AIG students are cluster-grouped in classes. The AIG Specialist or Designee collaborates regularly with the general education teachers to plan instruction, teach, assess, and analyze various types of data to create small groups and determine student differentiation needs. AIG students may also participate in additional extended learning opportunities such as after-school clubs, Math Fairs, Battle of the Books, and an annual Elementary AIG enrichment event, i.e. Escape Classrooms.

**Grades 6-8 AIG Services**

At the middle school level, students are subject-grouped according to their area of identification or cluster-grouped in general education classes. The AIG Specialist or Designee analyzes various types of data and collaboratively plans with instructional staff to ensure appropriate services for gifted learners. Additional opportunities offered may include after-school clubs, Math Fairs, and Battle of the Books.

**Grades 9-12 AIG Services**

At the high school level, students are encouraged to personalize their educational experience and explore their career interests by attending a traditional high school program or Stokes Early College High School. High school students play a more active role in selecting courses to complete their graduation plan. The course selection process is student-driven and supported by school counselors who assist with gathering input from parents/guardians and teachers. Students have the option to pursue honors classes, advanced placement classes, dual enrollment classes, and/or
classes offered online through North Carolina Virtual Public Schools. In addition to enrolling in coursework designed to challenge gifted students, advanced learners are encouraged to participate in a variety of extracurricular activities.

Additional enrichment opportunities offered to all students are academic field trips, Math Fair, Battle of the Books, academic challenge competition, Science Fair, and after-school clubs.

SCS will continue to establish and grow efforts for professional development that provides training for AIG specialists, gifted education inclusion teachers, and general education teachers so all teachers are equipped to differentiate for gifted learners; this is essential since many gifted learners in Stokes County spend the majority of each school day in general education classrooms.

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

Teachers of gifted learners in Stokes County use a variety of research-based supplemental resources to help gifted learners grow. These resources include but are not limited to challenging tasks, advanced technology, multimedia projects, collaborative learning, challenging questioning in-depth discussions, and multi-level problem-solving. Following are examples of resources that may be used. Also reference the Stokes County Schools AIG Google Site which is a resource for all stakeholders. SCS will continue to build a repository of evidence-based supplemental resources to meet the needs of gifted learners.

Examples of Research-based Supplemental Resources:

Programs/Units

- Jacob’s Ladder Reading Comprehension Program
- Challenging Common Core Math Lessons from the Center for Gifted Education at the College of William & Mary
- Gifted Education Units from the Center for Gifted Education
- Shared inquiry lessons from the Junior Great Books Program
- Primary Education Thinking Skills (PETS)
- Problem and project-based learning lessons
- iReady Toolbox
- NCDPI AIG Instructional Resources
  - Learning Labs
- Duke Tip Teachers Workshop - teachersworkshop.org

**Books/Magazines**

- The Cluster Grouping Handbook: A Schoolwide Model: How to Challenge Gifted Students and Improve Achievement for All by Susan Winebrenner and Dina Brulles
- Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use by Susan Winebrenner
- Teaching Young Gifted Children in the Regular Classroom: Identifying, Nurturing, and Challenging Ages 4-9 by Joan Franklin Smutny, Sally Yahnke Walker, and Elizabeth A. Meckstroth
- Differentiating Instruction with Menus by Laurie E. Westphal
- Best Practices in Gifted Education: An Evidence-Based Guide, a service publication of the National Association for Gifted Children
- Gifted Child Quarterly: publishes original research and new and creative insights about giftedness and talent development
- Gifted Child Today: information about teaching and parenting gifted and talented children. The journal provides critical information for teachers and administrators involved with gifted children.

**Professional Organizations and Professional Development Opportunities**

- National Association for Gifted Children (NAGC): A national organization of parents, teachers, educators, other professionals, and community leaders who are advocates for gifted and talented children - membership and
North Carolina Association for the Gifted and Talented (NCAGT): A non-profit organization dedicated to supporting the educational and social-emotional needs of academically and/or intellectually gifted students. Membership and annual conference

Competitions and Enrichment Programs

- Battle of the Books
- 24 Math Tournament/Escape Classroom Event
- Math Fair
- Quiz Bowl

Online Classroom Materials

- Collection of resources on the Stokes County AIG Differentiation Ideas website.
- Resources from the Hoagie’s Gifted
- Ideas from Byrdseed
- Brilliant

*Practice D*

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

Stokes County Schools seeks to help gifted learners communicate, collaborate, create, and think critically. Lessons and learning opportunities incorporate these skills, encourage higher-order thinking and problem solving, give students opportunities to solve unstructured problems and work with new information and integrate the use of technology. SCS is a 1:1 device district. Ideas for continued development of 21st-century skills include authentic learning tasks, project-
and problem-based learning, STEM or STEAM projects or programs, creative problem-solving tasks, rocketry, and coding. Resources for 21st-century learning will be collected, shared, and utilized in a variety of ways including the Stokes County Schools AIG Google Site, a resource for all stakeholders.

Examples of resources include

- Partnership for 21st Century Learning
- Edutopia Project Based Learning
- Buck Institute for Education Project Based Learning
- Study Guides and Strategies Problem Based Learning
- Odyssey of the Mind
- Secondary Career Fairs
- Career and Technical Education Certifications

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

Stokes County Schools uses a variety of quantitative and qualitative methods to monitor students' progress and drive instructional decisions. Pre-assessments, formative assessments, anecdotal, and summative assessments are part of the learning cycle. Pre-assessments identify what students already know and inform grouping for instruction. Formative assessments provide evidence of progress, can signal misconceptions, are useful for making instructional adjustments, provide regular feedback, and align with instructional outcomes. Summative assessments determine students' mastery and understanding of skills, concepts, and/or processes. Examples of assessments used in Stokes County Schools include but are not limited to the following.

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<th>Observation</th>
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<td>Graphic organizers such as KWL charts</td>
<td>Exit cards/tickets</td>
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<td>Observation</td>
<td>Portfolio checks</td>
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<td>Questioning</td>
<td>Anecdotal records</td>
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<td>Most Difficult First</td>
<td>Quizzes</td>
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<td>Common Formative Assessments (CFA)</td>
<td>Benchmark assessments (district &amp; state)</td>
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<td>Standards Mastery Assessments</td>
<td>Check-Ins</td>
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<td>End of semester or unit tests</td>
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<td>Performance tasks</td>
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<td>Products</td>
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<td>Portfolios</td>
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The AIG Specialists or Designees review student data on a regular basis in PLCs (Tier 2) with instructional coaches to ensure all students’ academic needs are being addressed. This data review may indicate the need for enrichment or acceleration by content, subject, or standard. GERC (Tier 3) utilizes this data to evaluate gifted learners’ AIG placement. The district addresses equity by centering conversations around all students including gifted learners as part of the MTSS structure. SCS utilizes the DEP and MTSS tiered processes and data tracking protocol to collect data that facilitates analysis of student progress toward academic goals as well as attendance, Social and Emotional (SEL), and behavior to ensure the GERC has a holistic picture of the gifted learner. The district recognizes the need to update forms specific to AIG to a more holistic view of learners. As a next step, the district will look at creating data decision rules for gifted learners.

* **Practice F**

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

Stokes County Schools seek to cultivate not only the academic needs of gifted learners but also their social and emotional needs. As part of differentiated instruction, AIG students have opportunities to learn with intellectual peers. They also have opportunities to participate in extracurricular activities and events that develop their needs and
interests. Stokes County Schools has strengthened counseling services provided by personnel who have specific training in the characteristics and socio-emotional needs of diverse gifted learners revolving around underachievement, multi-potentiality, perfectionism, peer interaction, and parental pressure. Professional development sessions centered around the social and emotional needs of gifted learners will be offered each school year for all teachers and instructional staff. AIG District Coordinator will work with the Director of Academic and Emotional Support to build the capacity of school counselors, school social workers, and other staff members on the social and emotional needs of gifted learners. At the school level AIG Specialists or Designee, inclusion teachers, and school counselors will continue to collaborate regarding the social and emotional needs of the gifted learner, especially around decisions regarding placement and service options. In coordination with the AIG teacher, school counselors may offer unit studies or lessons on social/emotional needs to gifted students. In an effort to be proactive, these lessons will take into account typical social and emotional concerns that may present among gifted learners. The AIG team at each school will discuss and consider each student's social and emotional needs as placement decisions are made each school year.

Recommendations include:

- School counselors meet with AIG students at least once a year to address the social and emotional characteristics of gifted learners.

- Professional development opportunities are provided for school counselors to address the social and emotional needs of gifted learners.

- School counselors will provide consultative support and resources to teachers and students.

- Providing opportunities for gifted learners to take multiple intelligence and learning style surveys.

- Professional development for regular classroom teachers to improve their ability to understand and meet the social and emotional needs of gifted learners.

* 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.
The Academically/Intellectually Gifted Education Program in Stokes County Schools seeks to nurture gifted learners by providing students with a learning model designed to appropriately challenge individuals based on abilities. The AIG program allows students to develop their abilities at an advanced level while proceeding through the curriculum at a pace and depth consistent with the student's knowledge and motivation. The K-3 program focuses on nurturing and enriching the academic and/or intellectual potential of all students. Through formal and informal assessment in the general education classroom, students who are achieving above the level of most of their peers receive differentiated instruction in the general education classroom. Through Tier 2 and Tier 3 problem-solving teams, K-3 teachers will collaborate to plan content enriching opportunities. These opportunities will continue to develop the talents of the youngest learners demonstrating unique giftedness. The classroom teacher works with the AIG Specialist or Designee to differentiate instruction and provide primary service delivery options such as in-class flexible grouping. When appropriate, students working at advanced levels in language and/or math are grouped together for instruction within the general education classroom, cross grouped within the same grade level, or are subject-accelerated; for example, a first grade student may go to a second grade classroom for math instruction. Plans include providing training in the differentiation of instruction for all students, including advanced learners. The Primary Education Thinking Skills (PETS) program is accessible to all K-3 teachers to promote students' critical thinking skills. These lessons may be presented to the whole class to encourage critical thinking. Additional ways to provide enrichment opportunities for the youngest gifted learners include, but are not limited to; in-class flexible or cross grouping, classroom stations, menus and choice boards, cross-age/multi-age classes, technology training, independent study, content enrichment, tier lesson planning, grade acceleration, or subject acceleration. As appropriate, individual DEP plans may be written or developed for students requiring advanced instruction.

* 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.

In order to effectively meet the needs of gifted learners in Stokes County Schools, collaboration among personnel is essential. AIG Specialists or Designee will work with gifted students and are also resources for general education teachers, exceptional children’s teachers, other instructional staff, and administrators. Professional development opportunities will be provided that are related to the characteristics of gifted learners and how to differentiate instruction for gifted learners through a joint effort from gifted education, general education, and special education. AIG Specialists or Designees will participate in PLCs and Tiered meetings where AIG students are part of the agenda within a multi-tiered system of support. AIG Specialists or Designees from across the district meet monthly with the district coordinator to reflect on and refine action plans for differentiated curriculum and instruction. The discussions will build
capacity by creating a collection of strategies and resources available to all instructional stakeholders: for general education teachers to develop strengths in all students and to plan for responsive instruction for gifted learners, and for school counselors and other instructional staff to support academic, social, and emotional growth of gifted students as needed. During PLCs, teams will reflect on the effectiveness of instruction and adjust support for gifted learners as appropriate. In addition to collaborating to determine instructional next steps, AIG Specialists or Designee and others that work with gifted learners will work together to establish a common understanding of important concepts such as characteristics of giftedness, available resources, and social and emotional considerations. Other methods for constant communication and collaboration, such as Google Docs, Google Sites, running agendas, and data will also promote the team effort to meet the needs of advanced learners.

* 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.

Stokes County Schools provides differentiated educational services beyond the general educational program for academically or intellectually gifted students and challenges students to aim for academic excellence as required by North Carolina Legislation, Article 9B. To ensure Stokes County Schools meets its goal of providing these services, a written plan has been developed to guide the identification, placement, and services for AIG students. This plan provides for a continuum of services and effective school transitions. Each student identified as AIG in grades 4-12 has a Differentiated Education Plan (DEP) that is developed by the AIG Specialist or Designee in cooperation with the Gifted Education Review Committee. The committee consists of the AIG Specialist or Designee, general education teacher(s), school counselor, and administrator. The DEP is developed when initial placement occurs and is amended as necessary after each annual review. A new DEP is developed for rising sixth grade students.

A common DEP form is utilized across all grade levels, tiers, and service stages and includes student data (academic, social/emotional), service plans, transition plans, and the signatures of the AIG team(s), parents, teachers, and administrators. The DEP document is reviewed with families/parents at the annual meeting, which is held within the first month of school. It is encouraged for the student to take place in their DEP meetings to self-advocate for their needs. Initial placement or annual review meetings provide opportunities to explain services to families and sign the DEP. Parents/Guardians and students are encouraged to share concerns and offer input regarding AIG services. The
DEPs are kept secure in each student’s AIG folder. Additional DEP meetings are held as needed. At the high school level, additional meetings are held with parents whenever there is a concern regarding student identification, placement, and/or services or at the request of the parent/guardian. Student transcripts and course registrations are reviewed annually by school counselors to ensure student placement in courses that meet their service needs. Academic advisement occurs at least once annually.

* Ideas for Strengthening the Standard

- Provide training in differentiation for all teachers, including K-3. Suggested focus on tiered lessons by combining the work of gifted, general, and special education representatives to demonstrate the need for a team approach, create ownership, and better ensure sustainability.

- Advocate and ensure that gifted learners are a part of Tier 2 and Tier 3 discussions (or agendas)

- Provide resources for primary grade differentiation such as the Primary Education Thinking Skills Program.

- Creating a print and online library of resources to meet the affective needs of gifted learners would be helpful for teachers, counselors, parents, and gifted learners.
  - Examples of Print Resources
    - Social-Emotional Curriculum with Gifted and Talented Students by Joyce VanTassel-Baska, a service publication of the National Association for Gifted Children
    - On the Social and Emotional Lives of Gifted Children by Tracy L. Cross, Ph.D.
  - Examples of Online Resources
    - Supporting Emotional Needs of the Gifted
    - Indiana Department of Education: Guiding Students with High Abilities: Social and Emotional Considerations
Planned Sources of Evidence

* Evidence of differentiated instruction such as tiered lesson plans

* Appendix for this plan with resources and forms such as a list of best practices for gifted learners, pre-assessments, post-assessments, interest surveys, independent learning contracts, research-base

* Administrative walkthroughs showing evidence of differentiated instruction

Documents

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Standard 4: Personnel and Professional Development

Stokes County Schools (850) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

**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.

Stokes County Schools district AIG District Coordinator is a licensed Academically and Intellectually Gifted educator. The coordinator along with other AIG Specialists or Designee, gifted education inclusion teachers, and administrators collaborate to guide, plan, develop, implement, revise, and monitor the local AIG program.

The responsibilities of the AIG District Coordinator include:

- Communicating the AIG plan components to all stakeholders
- Oversees and monitors local plan
- Determines AIG budget
- Coordinates AIG Advisory Board to become a more active body, especially during non-revision years, with a goal of meeting annually
- Plans evidence-based professional development
- Consults with principals
- Participates in monthly PLCs with cross-district AIG Specialists or Designees
- Participates actively in regional/area meetings, professional development opportunities, and other statewide initiatives to support gifted programs
- Serves as a resource for all teachers
- Resolves parent or teacher concerns
- Coordinates AIG events
- Ensures AIG Specialists or Designees lead the effort of providing information related to the basics of gifted education at the school level
- Serves as a member of District MTSS Team, School Health Advisory Council (SHAQ), District Curriculum Team, and Federal Programs Stakeholder for Title 1, Title 2, Title 3, and Title 4, as well as ESSER Funding

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

AIG District Coordinator consults with principals throughout the school year to ensure that AIG Specialists or Designees are meeting the needs of gifted learners. This is accomplished through collaborative efforts with the school-based instructional leadership team and district leaders review AIG records at each school including:

- Advisory Council meeting agendas, minutes, and rosters
- Professional Development agendas and rosters
- Roster for new students served under the Talent Development Model (Previously nurture)
- Roster for newly identified AIG students
To ensure AIG Specialists or Designees are serving and meeting the various needs of gifted learners, the administration will observe teachers annually and conduct classroom walkthroughs to provide constructive feedback. This will ensure varied differentiated instructional support for gifted learners is consistently being offered. AIG Specialists or Designees shall show evidence through the collection of data, artifacts, and lesson plans explicitly addressing the needs of gifted learners. AIG Specialists or Designees will publicize events and learning opportunities that explicitly demonstrate the variety of ways the academic, intellectual, and social and emotional needs of gifted learners are being addressed.

Additionally, AIG Specialists or Designees will:

- Implement, facilitate, and integrate the district AIG Plan by completing the following tasks:
  - Conducting identification placement team meetings
  - Coordinating the development of Differentiated Education Plans (DEP) for students
  - Providing direct and indirect services following the district AIG Plan
  - Serving as a meaningful conduit for two-way communication for AIG plan, program, services, questions, and concerns
  - Organizing and keeping secure AIG student paperwork and data

- Deliver school and district professional development in the area of increasing student achievement through formative assessment, instructional strategies, vocabulary instruction, and NC Standard Course of Study (NCSCOS) to support differentiated classroom instruction

- Consult, co-teach, model lessons, and provide meaningful instructional support to classroom teachers

- Continuously seek additional ways to meet the needs of gifted learners

- Encourage teachers to join professional organizations, read scholarly articles, provide training for peers and administration, consult with peers, etc. regarding current research-based practices for gifted learners
Teacher training and ongoing, differentiated professional development are essential for all educators involved in the development and implementation of gifted programs and services. Professional development may take many forms ranging from district-sponsored workshops and courses, higher education courses, professional conferences, independent studies, presentations by external consultants, and peer presentations led by AIG licensed teachers. High-quality gifted education programs and services require that AIG students are taught by teachers with developed expertise in gifted education and that gifted education program services are differentiated and supported by administrators, coordinators, curriculum specialists, general education, special education, and gifted education teachers who have developed expertise in gifted education. SCS is in the process to develop a self-paced, independent Canvas Course to prepare teachers interested in pursuing their AIG add-on licensure. This course will incorporate NC Academically or Intellectually Gifted Program Standards, NC AIG Booster Shots and other resources, Article 9B, SCS AIG Plan, and best practices of gifted education, Universal by Design lesson planning, and text by Susan Winebrenner Teaching Gifted Kids in Today’s Classroom.

Since AIG students spend much of their time within general education classrooms, general education teachers need to receive professional development in gifted education and differentiation that enables them to recognize the characteristics of giftedness in diverse populations, understand the school or district referral and identification process and possess an array of high quality, research-based differentiation strategies that challenge students. Services for students with gifts and talents are enhanced by working with secondary education school counselors and professionals with knowledge in gifted education. This will guide professional development requirements to ensure continuous improvement in establishing and providing specific and appropriate professional development for those serving gifted learners in grades K-12.

Targeted Professional Development regarding AIG programs and services may include training for leadership, review of AIG program and services with school-level staff, collaboration with all those who serve gifted learners, collaboration with schools of higher education and community, informing and collaborating with parents, and including students in service determinations.
Research suggests that teachers with training and demonstrated knowledge in gifted education pedagogy are better equipped to meet the needs of gifted learners. Stokes County Schools' ideal is that AIG students be served by teachers who have earned AIG licensure from an Institute of Higher Learning. The district believes that these highly qualified professionals are best prepared to understand and meet the academic, intellectual, social, and emotional needs of gifted learners.

Stokes County Schools’ AIG District Coordinator recommends that classroom teachers have an AIG license when classroom membership includes AIG students. However, due to the limited number of AIG licensed teachers in our district, we have developed a collaborative partnership approach to provide teachers of gifted learners with the pedagogy, resources, and support they need to provide quality instruction. Instructional Coaches, AIG Specialists or Designee will provide resources and support during PLC meetings, Tier 2 and Tier 3 meetings, and as part of the SIT.

Principals are expected to cluster-group and provide flexible scheduling options to ensure identified learners are served by general education teachers who are AIG licensed whenever possible. Clustering research and education will continue to be shared and discussed during leadership meetings. The cluster grouping model is done by grouping four to six identified students in the classroom of one teacher who has training in how to teach gifted students. The other students in that class are of mixed ability. If there are more than six gifted students, two or more clusters may be formed. According to the National Research Center on the Gifted and Talented (1992) “When teachers try to meet the diverse learning needs of all students, it becomes extremely difficult to provide adequately for everyone. Often, the highest ability students are expected to “make it on their own.” When a teacher has several gifted students, taking the time to meet their special learning needs seems more realistic. Furthermore, the social and emotional problems that occur when gifted students struggle to understand why they seem so different from their age peers may be avoided. Gifted students will actually remain more humble when they have consistent academic competition.” The AIG District Coordinator monitors the placement of students in classrooms with AIG licensed teachers. In the spring, each principal is given a list of current AIG licensed teachers at his/her school site as plans are made for the next school year.

Educators with AIG add-on licensure have decreased in our district since the previous AIG plan cycle due to retirement, teacher turnover with the LEA, or professional educator role changes. The district is currently working on creating a self-paced Canvas Course that can be utilized for continuing professional development for current AIG licensed teachers or general education teachers seeking to obtain their AIG add-on license or a local certification.
course is intended as a preparatory opportunity for those planning to obtain their AIG add-on license, however, it will provide valuable PD for all educators serving gifted learners.

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

One of the past goals of the district is that personnel who work with gifted learners pursue state licensure in gifted education from a regionally accredited college or university. We had a positive and productive relationship with an institute of higher education for a few years. However, the interest level declined after the initial 3 years because of the time commitment of taking college courses. SCS still has a relationship with the institution and will pursue the opportunity again as the interest arises.

SCS moved its focus to developing a self-paced, independent Canvas Course to prepare teachers interested in pursuing their AIG add-on licensure. At this time the district is in the process of developing the course during this AIG plan cycle. The goal of the course will be to prepare teachers to take the AIG praxis after completing the required coursework. By creating a self-paced course with the options to complete add-on licensure through the state by taking the Praxis, obtain a local endorsement, or continue professional development for currently licensed AIG Specialists or Designees, we hope to reach more teachers interested from all grades spans, educational backgrounds, interest, and diversity.

The AIG District Coordinator will continue to work closely with administrators and Human Resources Director to provide guidance and support when “new hire” to encourage the hiring of those with AIG add-on licensure, or those willing to add AIG to their education. These guidance conversations will be extremely important for those schools without an AIG gifted education teacher.

* **Practice F**  
Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.
An area identified as a priority for SCS is training personnel to meet the diverse needs of gifted learners. Throughout this plan, the district has referred directly or indirectly to the Promising Practices that are identified in the Call to Action Guidebook. SCS acknowledges that in addition to providing training, a shift in mindset is needed from gifted education services being provided for only those with the highest intellect, those without behavior issues, or those that are highly motivated. SCS strives to serve gifted learners not only by pull-out services via AIG Specialists for a limited time a few days a week but all day, every day. The district continues to move toward a more comprehensive approach to services across all classroom environments, grade levels, and settings. A change in mindset begins with education, developing understanding, providing information, and valuing the gifts of all students. Professional development opportunities for differentiation and other best practices in gifted education, including addressing social and emotional needs, will continue to be provided for all staff through a variety of professional development opportunities. A few steps we have taken in this plan to ensure greater equity in reaching all student populations including EL, EDS, and twice-exceptional learners. A change in our placement criteria now includes a portfolio and adjusting the achievement levels for standardized test scores for identification. SCS also no longer gives the option to "de-gift" a student. If there is a circumstance when a student exits the program, they will not have their AIG designation removed. The student will maintain their AIG identification. By making the changes, alongside PD, the district will continue to build educator capacity and strive for equity and excellence for all students. SCS will continue to evaluate our processes and practices. This will help make informed decisions about how gifted learners are identified and served that impact the district, teachers, and students.

* 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.

Stokes County Schools will continue to review the district initiatives, best practices in gifted education, and AIG Program goals to align professional development opportunities accordingly. The AIG District Coordinator will collaborate with SCS Curriculum Team and other district administrators and advocate the needs of gifted learners. The preparation of professional development for teachers of gifted learners that aligns with AIG, MTSS Framework, and district administration goals. An example of this is our district's goal of quality differentiation. The district has contracted with an outside agency to provide training to the leadership body on differentiation of instruction to meet learners’ needs, including those of gifted learners. Leadership is taking the PD, training staff, providing coaching, and observing for application. SCS seeks to provide opportunities to include and involve AIG teachers in department-level meetings, staff meetings, professional learning communities, and cross-district collaboration.
Administrators assess and monitor school data looking for trends that show the need for improvement, including our highest performing students. School Improvement Teams (SIT) and/or Multi-Tiered System of Support (MTSS) teams analyze the data to determine appropriate school improvement goals. Administrators meet with individual teachers annually to dissect their data to evaluate strengths and weaknesses. These conferences assist in the development of teachers’ professional education plans. These instructional data conversations include the AIG population's performance and goals.

Professional Development will be offered in a variety of ways, including the district’s back-to-school conference, cross-district PLCs, NC Association for the Gifted and Talented Conference (NCGAT), school-level PLC(s), book studies, and webinars. Various topics will be covered through professional development such as the social and emotional needs of gifted learners, incorporating critical thinking into all lessons, problem and/or project-based learning, and creating tiered lessons for differentiated core instruction and personalized learning. AIG certified staff members will meet collaboratively as a team monthly for continued PD and will provide this same information at the school level during PLCs or through instructional coaching models. In addition to local professional development, SCS has made it a priority to send a cohort of 10 teachers annually to the NC Association for the Gifted and Talented (NCAGT) annual conference to provide extended opportunities for quality professional development. Teachers are also encouraged to attend sessions offered through the Piedmont Triad Education Consortium (PTEC) and North Carolina Center for Advancement in Teaching (NCCAT).

* Ideas for Strengthening the Standard

- Encourage teachers to obtain AIG license and/or provide opportunities for professional development on differentiation.
- Finish development of a course that prepares teachers to take AIG praxis.
- Develop and implement a local professional development requirement for classroom teachers who work with AIG students in the ELA or math content areas to increase the likelihood that AIG students are served by teachers with at least some training.
- Provide professional development for all teachers about the social and emotional needs of gifted learners.
- Continue cross-district AIG Specialists or Designees led gifted education teacher meetings with a focus on specific professional development and collaboration during monthly meetings.

- In order to stay abreast of current research-based practices for gifted learners, encourage teachers to join professional organizations, read scholarly articles, provide training for peers and administration, etc.

- AIG licensed teachers will lead the effort of providing information related to the basics of gifted education at the school level.

### Planned Sources of Evidence

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<th>Agendas and certificates from professional development offerings at the regional and state levels</th>
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<td>Documentation from gifted education professional development (sign-in sheets, handouts, presentation slides, teacher responses/assignments)</td>
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<td>AIG licensure data</td>
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### Documents

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Standard 5: Partnerships

Stokes County Schools (850) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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 Advisory Board will meet yearly to discuss strengths and opportunities within the program. The advisory board will consist of parents, students, elementary, middle, and high school teachers (AIG licensed, general education, EL, EC, etc.), district administrators, and school counselors. While information will be disseminated at these meetings, the main intent is to gather input from stakeholders.

AIG Specialist or Designee will meet with all parents face-to-face upon initial AIG identification. AIG teachers will have ongoing two-way communication with parent/guardian, including the student whenever possible, to engage in meaningful dialogue to meet the gifted learner's needs. The AIG staff will conduct a bi-yearly survey of students and families to ensure an opportunity for ideas or concerns to be shared. The results of this survey will inform any revisions to the identification process as well as service options and resources.

AIG Specialist or Designee will hold annual AIG parent nights at the school level. The focus will be to inform and educate parents/guardians of gifted students regarding the services of the school's AIG program. District AIG
Coordinator, AIG Specialist or Designee, and administration will communicate with stakeholders annually in a variety of ways, including:

- Classroom teachers communicate with parents/guardians through Open House, conferences, curriculum and parent nights, social media, and Google Classroom, etc.
- Schools are encouraged to host events specific to gifted learners
  - AIG student/parent/family night at each school where a portion of the evening is devoted to providing information and the remainder is an engaging activity
- Support family involvement with community events and enrichment activities to increase partnerships with families and engage AIG students. Examples such as Feed Stokes 5/10K, service projects, environmental sweeps, arts events, etc.
- Secondary education - mentorship, shadowing, and internship programs through local businesses and organizations
- Utilize the Spotlight Award of Excellence at Stokes County School Board meetings to recognize accomplishments of gifted students
- Career and Technical Education Advisory group supports and guides career interest and informs student course selection

*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.

Stokes County Schools (SCS) will continue to strive to build relationships with community resource organizations to provide enrichment, extension, and acceleration opportunities for students. One way to accomplish this will be by including community stakeholders in future Advisory Council meetings.
Stokes County Schools believes that businesses and community groups can offer support and guidance in creating a viable mentorship and internship program for high school students. The district collaborates with community partners or agencies to engage gifted learners in activities such as guest speakers, service projects, internships, events, field trips, clubs, and activities to expand the interest or passion area of gifted learners. The district has built a relationship with an institution of higher education, Salem College. A mutually beneficial relationship to share resources between an institution of higher education and the local LEA to support gifted programming including but not limited to professional development for district teachers. SCS Secondary Education has partnered with the College Board to offer additional staff development for our AP teachers. The district also works with Forsyth Technical Community College to develop more Career & College Promise (CCP) options. The district also works with community partners to create opportunities that enrich and extend learning opportunities for gifted students, including, but not limited to, mentorships, job shadowing, and internships. Stokes County Schools district grant writer seeks out grants that provide opportunities for gifted learners to have opportunities outside of the classroom. Most recently, SCS is working with NC State, Forsyth Technical Community College, and Duke Energy to provide engineering camps.

District administrators, school administrators, AIG Specialists or Designees, parents/guardians, community members, and other members of the school community identify leaders from business and industry, local YMCA, community colleges, churches, Rotary Clubs, Delta Gamma Psi, Arts Council, government agencies, and community agencies who may be willing to partner with the district in supporting programming options and services for gifted learners. Stokes County Schools continues to partner with the local arts council to provide arts programs in all schools across the district, as well as camps. The Stokes County Arts Council hosts an annual Art Show that showcases the many and varied talents of the students of SCS. Partnerships with Forsyth Technical Community College and other Institutes of Higher Education to inform students of varied educational opportunities.

* 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.

Stokes County Schools has an AIG Advisory Board that guides the district's AIG Program. This board will meet annually to review and provide feedback regarding the AIG program. The AIG Advisory Board meets at least each year to discuss and inform the AIG team of the strengths and challenges of the program. Efforts are made to include all stakeholder groups as representation on this board. We strive to include representation from across the district of Stokes County Schools.
This group seeks to include:

- Community members
- Higher Institution Representative
- AIG parents/guardians
- Students
- AIG Specialist or Designee
- Regular Education Teachers
- Instructional Coach
- Administration
- School Counselors
- Special Programs
- Arts Council
- YMCA
- SHAQ Council members
- School Counselors
- Business representatives
- Government and civic members
- Other instructional and support staff
Recruiting of members will be made through invitation and announcements. This advisory board assists with developing the local AIG program and plan and then monitors the implementation and effectiveness of the AIG program and plan. The District AIG Coordinator will also provide information and PD when appropriate to provide a continued understanding of the needs of gifted learners.

* 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.

Stokes County Schools will disseminate information to all stakeholders about the goals and policies of the AIG plan and program. The AIG plan is available at each school and can be accessed from the district and individual school websites. Additionally, the AIG plan is reviewed as part of the initial placement and annual review process with AIG students and parents.

A non-exclusive list of intentional and targeted communication, collaboration, resources and activities with stakeholders are:

- Utilize existing parent meetings and activities to share information with stakeholders
- AIG group parent meetings to be held at the beginning of each academic year
- AIG parent information shared on school and district website
- AIG plan and services shared with all staff yearly
- Prepare a digital presentation informing stakeholders of the program, plan and policies
- Post the resource on the district website,
- Utilize existing district resources to communicate with families,
- Send Bright Arrow calls to parents about the AIG Plan, meetings, and policies

- Present AIG information to the Board of Education
- Present AIG plan and process at Leadership meetings to all administration
- Ensure that families know where the AIG Plan is located; make available on district, school, and/or AIG teachers’ web pages, and other locations as appropriate
- Create brochures, pamphlets, fliers, AIG Handbook for Parents to outline information regarding the plan and policies relating to the gifted
- Include a glossary of acronyms and terms so that everyone has the same understanding of vocabulary to the AIG Google Site
- Utilize local newspaper (Stokes News) and social media when appropriate to “share the good news” about student accomplishments to foster a positive impression in the local community
- Utilize Stokes County School Facebook and other social media when appropriate to “share the good news” about student accomplishments to foster a positive impression in the local community
- Communicate and collaborate with students regarding their DEP, services and opportunities to ensure their understanding of gifted education
- Communication regarding opportunities such as Duke TIP, Arts Council camps and auditions, summer camps, NCCTM Math Fair, etc.
- Disseminate information via emails, flyers, and newsletters
- Conducting meetings virtually and in person
An AIG Google site linked to the SCS Website is updated by the AIG District Coordinator to share current opportunities. The SCS Website will detail upcoming events such as PSAT, SAT, and ACT dates, CogAT and other testing dates, summer camps, parent nights, and academic competitions. Current and new sources of information regarding the AIG program, the local AIG plan, and other policies relating to gifted education will be disseminated to stakeholder groups including the AIG Advisory Board, parents/guardians of AIG students, district and school-level parent meetings, administrator leadership meetings, AIG teams at each school, and partnerships formed during the life of this plan. The AIG coordinator and Specialist or Designee are intentional in communicating with all of the stakeholders and utilize the following tools to share information with students, parents/guardians in their native language, and the community.

Note: Translation and interpreters are available to help with translations, as needed.

* Ideas for Strengthening the Standard

- Establish an annual countywide AIG parent/guardian and community meeting to involve all stakeholders
- Create opportunities at the school level and district level to improve communication and collaboration with stakeholders.

Planned Sources of Evidence

* School and district websites
* Parent, student, volunteer, and community participation and contact logs

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Standard 6: Program Accountability

Stokes County Schools (850) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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.

Throughout the fall semester feedback was gathered from stakeholders and was used to guide the committee in the revision of this plan. The district considers the feedback provided by NC DPI provided from previous plans, in conjunction with stakeholders, when making programming adjustments. Student formative and summative data are analyzed for growth and proficiency patterns. Student demographic data, North Carolina Teachers Working Conditions Survey results, and programming practices are all analyzed in plan development. The plan was developed with these results in mind and focuses on the practices that were identified as in most need of revision.

The plan is presented and submitted to the local board of education by the District AIG Coordinator and committee. The local board of education reviews the SCS AIG Plan. Once the plan is approved by the local board of education it is submitted to the Department of Public Instruction.

* 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.
Stokes County Schools has an AIG District Coordinator who monitors the implementation of the local AIG program and plan. The AIG District Coordinator meets and/or communicates regularly with AIG specialists or designees in the schools to discuss identification, service options, and the total programming. AIG specialists or designees meet with the AIG District Coordinator regularly to monitor the fidelity of the implementation of the AIG plan. This team will continue to collect formal and informal data that will evaluate the effectiveness of the plan and program. These team meetings include discussions around the district AIG perspective and school-level programming (identification, service options, curriculum, professional development, and partnerships), partnerships, community, parents, and students. The intent of these monitoring practices and collaboration is for continuous improvement, meaningful communication, and equity in gifted practices.

Additionally, the AIG District Coordinator attends regional roundtables to stay up to date on current AIG practices and requirements. The AIG District Coordinator completes Interim reports to NCDPI to advise of progress toward program implementation and effectiveness. The AIG District Coordinator will facilitate annual AIG advisory council meetings that include all stakeholders. AIG Professional Learning Communities (PLC) (elementary, middle, and high) will meet at least once a year to focus on the successes and challenges of the program.

* **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.

AIG funds are monitored by the Stokes County Schools Finance Director. The District AIG Coordinator works with the district's Financial Officer to develop a budget that is in line with the state policy and local AIG plan. Most funds are currently used to pay for the salaries/benefits of AIG specialists. Through the last plan cycle, in addition to salaries/benefits, Stokes County Schools was able to allot funds for resources for AIG teachers in elementary and middle schools, and allot funds for registration fees and subs for the NCAGT Conference, attend the NCAGT annual conference, provide transportation for student travel to county math fair, and substitutes for AIG specialist for professional development and events. The AIG District Coordinator will continue to work with Finance Director and curriculum team to advocate for funds that are needed for the continued development of the SCS AIG program.

Stokes County Schools does not receive any additional funds for the AIG program.
* 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.

The AIG committee will work toward a uniform system of collecting and maintaining data across all tiers. AIG District Coordinator works closely with the Accountability Director and the Director of Student Information to access information, interpret, and analyze data. Aggregated data to be analyzed related to student achievement, student growth, annual dropout rates, underrepresented populations, equity, and graduation rates are currently maintained for all students. Overall achievement data, based on EOG and EOC scores, CogAT, and the results of standardized testing for AIG students as a collective group, is disaggregated for planning and goal-setting purposes. Individual AIG Specialists or Designees review class data as related to their instruction to continue to ensure their instruction is meeting the needs of their gifted learners. EVAAS is utilized at all levels to collect and analyze data for AIG students. Powerschool is utilized to monitor AIG school programs and provides the platform to ensure services are provided for gifted learners. The school-level AIG specialist or designee at each school will be responsible for maintaining the AIG roster and ensuring identification is correct in Powerschool. For high school, data will be tracked via the number of internships or mentorships, college acceptance information, scholarship information, and successful AP class completion rates. District data discussions at the elementary level will happen at least quarterly and once each semester at the middle and high school levels.

Multiple data sources are used to make decisions that inform district AIG programming, differentiated instruction, identification, staffing, and service delivery options of the AIG program. District and school-level leadership review this data annually to make informed planning decisions.

* 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.
Currently, the district has a student population that is: less than 1% Asian, less than 1% American Indian/Alaskan Native, less than 1% Native Hawaiian/Pacific Islander, 2.8% Black or African American, 6.2% Hispanic (% of the % qualify as ELL, .% of the total student population), Two or More 5%, White 86%, Exceptional Children 18.51%, and Economically Disadvantaged Students 51.92%.

Stokes County Schools carefully examines CogAT data, EOG data broken down by subgroups, EVAAS data by performance, subgroup, and teacher performance, and demographic data by the school to monitor the representation, performance, and retention of the varied populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English Learners, highly gifted, and twice-exceptional. The AIG Coordinator and AIG specialist or designee will continuously analyze data to monitor trends of identification for equity. Data will also be used in PLC discussions routinely to ensure students are not overlooked in the identification process. In an attempt to respond to the inclusion of underrepresented populations in the AIG Program, Stokes County Schools has included the non-verbal component of the CogAT during the student identification process as described in the plan. Nomination by a parent or teacher (self-nomination from student) with academic knowledge of a student may be submitted to the school's AIG Specialist or Designee at any time. Stokes County Schools (SCS) has included an additional data point utilizing iReady to create another universal sweep of data yearly. SCS has lowered the percentile for our Stage 2 identification in order to ensure we are meeting our student population's needs. Last, the district has added an additional criteria for a portfolio of student work to demonstrate a higher than average academic performance. Nonverbal measures of the CogAT will be considered, as well as verbal and quantitative measures.

Analysis of the nonverbal component in conjunction with the quantitative and verbal components of the CogAT will help the AIG Specialist, Designee, or Gifted Education Referral Committee (GERC) at each school to determine if any students need additional screening. Completing this academic sweep assists the district in identifying underserved populations for the AIG Program. Students with a Nonverbal score of 85 or above and a Verbal score of 50 or above and students with a Nonverbal score of 85 or above and a Quantitative score of 50 or above will be placed in the screening pool for further evaluation. An additional non-traditional measure that will be utilized is a Student Performance Portfolio.

Note: The largest underrepresented population in the district is Economically-Disadvantaged students (EDS). Stokes County Schools is a Title 1 District. While this group recognizes the high degree of poverty in the district as evidenced by the high percentage of free and reduced lunch participants, privacy regulations prohibit the district from formally identifying specific students who may be both gifted and economically disadvantaged.
**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.

Currently, the Director of Human Resources maintains data concerning licensure for each teacher serving AIG students. The AIG Coordinator collaborates with the Director of Human Resources in teacher allotment planning to continue to build the capacity of the AIG program. The AIG District Coordinator will collaborate with the Director of Human Resources to increase the number of teachers holding AIG licensure and participating in professional development activities to better serve the AIG student population.

The AIG District Coordinator maintains a Google Spreadsheet of AIG specialists or designees in each school and those teachers in the process of obtaining the licensure. The spreadsheet is shared with the appropriate administrators and directors to ensure students have highly qualified AIG teachers whenever possible. Currently, the district identified 35 AIG certified employees in the 21-22 school year; 19 in elementary, 7 in middle school, and 2 high school teachers. This information includes 2 instructional coaches, 2 school administrators, MTSS Coordinator, and The District AIG Coordinator. The district Human Resources Director ensures that all certified employees obtain the required renewal credits. This office maintains data concerning licensure for each teacher serving AIG students.

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

SCS will collect formal and informal feedback from stakeholders in a variety of ways. Feedback may come in the form of the district or school advisory groups, student surveys or informal discussions, instructional coaches data from strategic plan review and fidelity monitoring, AIG parent surveys or informal discussions or meetings, survey questions mirroring standards to stakeholders, EOG and EOC student growth data, AIG identification data. Feedback is shared
with Advisory Council and AIG Specialists or Designees use this information to inform decisions that impact the continued development of the local AIG program and plan. It is the intent of the committee to elicit feedback on a biannual basis as opposed to limiting feedback to AIG plan revision years.

An annual parent meeting will be implemented at each school for parents of AIG students in the county during which feedback can also be gathered.

*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.

The AIG Advisory Council committee will meet annually to evaluate the program and progress toward goals. The committee will review the program goals outlined in the AIG plan to determine progress, student data, demographics, policies, practices, and procedures.

The following items will be evaluated, shared, and discussed with AIG Specialist and Advisory Council:

1. Analyze AIG reports within Powerschool
2. Analyze EVAAS student and teacher data
3. Analyze standardized test data, benchmark, summative, and formative data
4. Evaluate annually, the varied service delivery options that are available to meet the needs of students identified in academic areas
5. Review feedback regarding PD specific to AIG
6. Monitor varied data sources to determine PD needs for AIG
7. Review feedback from various stakeholders
8. Monitor the 6 standards of the SCS AIG Plan for fidelity, practices, and evaluation to determine if changes need to be made mid-cycle plan

9. Review AIG's vision and mission statements to ensure they are aligned with district goals

10. Efforts to increase annually the number of fully licensed AIG teachers working with gifted students in grades K-12

If it is determined that changes need to be made to the approved AIG plan, the District AIG Coordinator will present the changes to the local board of education for approval. Once approved, changes will be made to the plan and published on the district website and on the district’s AIG Google Site.

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

Data specific to the AIG learner will be shared in a variety of formats with the students and parents/guardians. AIG data specific to schools will be shared with the administration annually. AIG Coordinator with AIG Specialist will create an AIG fact sheet each school year to be shared with parents, students, Advisory Committee, community, and district/school leadership. This information will also be shared on the AIG website. An AIG fact sheet/brochure will be created to provide stakeholders with a snapshot of the AIG program and will be shared at any informational events for AIG stakeholders. The fact sheet, in an effort to align with our overall program goals, will contain AIG student achievement and growth data, services offered, and demographic data.

* 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.

Information is provided regarding screening, referral, and potential service delivery through the website, brochure, and initial consent for evaluation. It is the responsibility of the AIG Specialists or Designees at the school level to maintain documentation of the identification process and service options for each AIG student. The AIG Specialist or
Designee will obtain informed consent for assessment leading to the identification, consent to receive services, and consent for reassessment. The AIG Specialist or Designee will conference with the parents/guardians to ensure understanding of the evaluation process, identification, and services. The AIG Specialist or Designee will review processes, identification, and services annually with the AIG students and parent/guardian. The AIG Specialist or Designee will complete the annual review for all identified students yearly. Parents and students will be notified regarding the annual review process, solicit feedback, and conferred with regarding the review of the data and services.

At the initial placement and annual AIG parent meetings, parents are informed of their rights that are established through written policies, procedures, and practices. The following forms are utilized to ensure that the rights of AIG students and their families are safeguarded:

- Procedures to Resolve Differences
- Consent form for testing
- Consent form for placement
- Annual Differentiated Education Plan

AIG student folders containing the required documentation are monitored and kept in a secure location at each school site. Parents receive copies of the signed documents and have access to their child's AIG information at any time. Achievement and aptitude scores for all students are reviewed annually by each school's Gifted Education Referral Committee (GERC) to identify potentially gifted students. This data analysis is then shared with the school's GERC and is used to create each identified student's DEP for the upcoming school year. The GERC can be convened at any time during the year when a student is recommended for screening. If a student is recommended for screening during the year, parents/guardians are notified of the testing that will be done and when. The parents/guardians must grant permission for this testing to take process. Once testing is complete the parents/guardians are made aware of the results and placement recommendations. Parents/guardians are allowed to request that their student retake the CogAT once every two years.

Stokes County Schools recognizes any student, from another system or state, who transfers with appropriate documentation of participation in a program for academically or intellectually gifted will continue to receive services in the appropriate AIG setting. In such cases, parents/guardians are notified and invited to attend a DEP conference with the AIG Specialist or designee. When a student is formally identified as AIG each parent/guardian is provided a
copy and explanation of our procedures to resolve differences form at the DEP meeting. Parents/guardians are asked to sign the corresponding form. In the event that a parent/guardian disagrees with a decision regarding the identification of his or her child, the following procedures to resolve differences shall occur.

It is the responsibility of the AIG Specialists or Designees to maintain documentation of the identification process and service options for each AIG student.

**Procedures For Resolving Disagreements Regarding Nomination, Identification, and Services**

**LEVEL I – School Site Review**

If parents have a difference of opinion or disagreement concerning the search, nomination, identification, or services, they shall request in writing a meeting with the principal and Gifted Education Review Committee. Other personnel may be requested to attend this meeting as necessary. This meeting should occur within 10 days of receipt of the written request. The parent(s) will be notified of the date of the meeting in writing.

**LEVEL II – Administrative Review**

If the disagreement is not resolved at the school site, the parents/guardians may appeal in writing, within 10 days of the school site decision, to the AIG District Coordinator or the superintendent or designee. They will review the case and respond to the parents/guardians and the principal in writing within 10 days of receipt of the appeal.

**LEVEL III – School Board Review**

If the disagreement cannot be resolved at the administrative level, the parents/guardians may appeal to the SCS Board of Education following the Student and Parent Grievance Procedure Policy 1740/4010 for any disagreements or disputes regarding AIG programming or services.

* Ideas for Strengthening the Standard
The AIG Advisory Committee will hold annual meetings to review the program components throughout the life of this plan.

AIG Advisory Committee continues to analyze data to ensure under-represented populations are being properly identified and served equitably.

AIG coordinator with support from the Director of Accountability and Testing will provide AIG growth data so that schools can monitor the progress of their AIG students.

Surveys to elicit feedback will be given more frequently than every three years as has been the pattern in the past.

Stokes County Schools plans to be more intentional in their analysis of feedback and student data as it relates to the AIG program.

### Planned Sources of Evidence

- Stokes County Schools education budget reports
- Shared data spreadsheets that show AIG student growth
- Survey results

### Documents

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Local Board of Education Approval

Stokes County Schools (850) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on: 06/20/2022

Original Application Submission Date: 07/01/2022

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### AIG Related Documents

#### Stokes County Schools (850) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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- AIG Eligibility Notification Letter
- AIG Consent for Evaluation
- AIG Class Nomination Form
- AIG Behavior Scale
- AIG Academic Data Sheet (High School)
- AIG Annual Review Elementary
- AIG Annual Review High School
- AIG Annual Review Middle School
- AIG Probation Letter
- Parent_Student Request to Exit AIG Services
- AIG Exit Form (Teacher)
- AIG Notification of Continuation of Gifted Education Services

- AIG Plan Service Delivery Options Defined
- AIG Differentiated Education Plan (DEP)
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- Student and Parent Grievance Procedure Policy
- AIG Transfer of Records
The Local AIG Plan glossary is provided in an uploaded document.