Stokes County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2019-2022. This local AIG plan has been approved by the LEA’s board of Education and sent to NC DPI for comment.

For 2019-2022, Stokes County Schools local AIG plan is as follows:

Stokes County Schools Vision for local AIG program: Vision
Empowering all students to achieve and succeed.
(Stokes County Schools Vision Statement)

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

2019- 2022
SCS AIG Program Goals
AIG All Day, Every Day

Priority Goals

1) Improve COMMUNICATION with Stakeholders

2) Continue to BUILD teacher Capacity to serve the gifted learner in the inclusion classroom.
Sources of funding for local AIG program (as of 2019)

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Standard 1: Student Identification

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

Practice A
Develops screening and referral processes that lead to AIG identification at all grade levels.

District Response: Stokes County Schools will initiate a four-step process for identification of potential candidates for gifted educational services. This process will include screening, referral, identification, and placement in appropriate service options. Information collected in each of these phases will be used to make placement decisions regarding student needs.

Information about the process will be shared with stakeholders by AIG specialists or AIG designee. Additionally, the procedures, along with the complete AIG plan, will be posted on the school system's website, as well as local schools' websites. Schools will also retain a paper copy of the AIG plan available in their front office.

A. Screening
1. Each school will develop a local pool of students who are possibly qualified for and in need of differentiated instruction.
2. Each school will review the standardized cognitive and/or achievement test scores for individuals scoring at the ninetieth (90th) percentile or above annually.

B. Referral
1. Gifted specialist distributes forms and receives nominations for the development of the search pool.
2. Each school will receive referrals from teachers, parents, peers, or others including self-nomination for gifted educational 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 Language Learners (ELL) students will be tested in their first language to afford them an equal opportunity to be a part of the AIG program.

C. Identification
1. The Gifted Education Review Committee (GERC) will review 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 the students enter Stokes County Schools or as soon as records have been received.)

Based on 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 gifted education specialist and an administrator.
2. If 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 in order for ease of understanding:

1. Notice of consent to evaluate is sent to the parents
2. Interest inventory is sent to parents to gather feedback to gather information about the learner
3. Additional information requested, if necessary; behavior scales are completed by at least 2 appropriate personnel
4. Invitation to conference sent to parents
5. Differentiated Education Plan(DEP) developed by GERC and reviewed with parent by AIG specialist or designee before finalizing
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.

District Response: 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 exclusionary, protocol for identification of children who are gifted. Best practice recommends the use of checklists, incorporating multiple criteria to be completed by teachers trained to recognize gifted learners; 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 Math) *AR (Academically Gifted Reading) Intellectually Gifted (IG) - Students who have demonstrated high intellectual capacity but have not yet demonstrated high academic performance. 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 accompanied AIG glossary, provide either quantitative and
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
Student Interest
Student Motivation to Learn
Intellectually Gifted

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.

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 advanced curriculum. When warranted, students in kindergarten through 3rd grade receive enriched curriculum in the regular classroom setting. Using a collaborative and consultative approach, the classroom teachers and the AIG specialists work together to meet the needs of these advanced students. 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 in collaboration with AIG specialist, gifted education inclusion teacher or designee and the regular education teacher, may be referred to the AIG District Coordinator. Prior to this referral, the student should have demonstrated a strong need for differentiation. Typical but not inclusive indicators would be: (1) Reading two or more years above grade placement, (2) Performing in math two or more years above grade level, or (3) Above grade level testing.

Supporting documentation from AIG specialists, gifted education inclusion teacher, classroom teachers, parents, and/or students must accompany the referral request. Documentation may include several forms: portfolio, 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). Stokes County values the importance of continued talent development in our K-3 students. Throughout this next plan cycle the district AIG team will create steps to increase teacher capacity and resources to begin the identification process first 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 with a focus on professional development, resources and best practices for serving our gifted population.

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 4 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 available to all students through differentiated core instruction.

STAGE 2 - At least four out of six must be met with one of the four being either the aptitude or End of Grade Test(s). The six categories are:

- Aptitude in the 90th−99th percentile range
- End of Grade Test(s) in specific subject area(s) (90th -99th percentile range)
- Teacher recommendation with anecdotal documentation attached to the teacher recommendation form including specific indications of giftedness.
- Student interest with sample documentation
- Task commitment as evidenced by behavior scale (GER-4 Gifted Behavior Scale)
- 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 six must be met - and at least one of the six must be the aptitude or End of Grade Test(s). The six categories are:

- Aptitude in the 95th – 99th percentile range
- End of Grade Test(s) in specific subject area(s) (95th -99th percentile range)
- Teacher recommendation with anecdotal documentation attached to the teacher recommendation form including specific indications of a high level of giftedness
- Student interest with sample documentation
- Task commitment as evidenced by behavior scale
- 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 seven must be met and at least one of the seven must be the aptitude or End of Grade Test(s). The seven categories are:

- Aptitude in the 98th – 99th percentile range
- End of Grade Test(s) in specific subject area(s) (98th -99th percentile range)
- Teacher recommendation with anecdotal documentation including specific indications of an extremely high level of giftedness
- Student interest with sample documentation
- Task commitment as evidenced by behavior scale and/or teacher interview
- Past academic performance ("A" required based on 10 point scale)
- Off grade testing

MIDDLE SCHOOL CRITERIA (GRADES 6 - 8)
NOTE: Individual case study (including intelligence and/or achievement testing) if GERC committee is
STAGE 1 - Quality educational experiences available to all students through differentiated core instruction.

STAGE 2 - At least four out of six must be met with one of the four being either the aptitude or End of Grade Test(s). The six categories are:

- Aptitude in the 90th – 99th percentile range
- End of Grade Test(s) in specific subject area(s) (90th - 99th percentile range)
- Teacher recommendation with anecdotal documentation including specific indications of giftedness
- Student interest with sample documentation
- Task commitment as evidenced by behavior scale and/or teacher interview
- Past academic performance ("A" preferred with "B" minimum grade of 85 required based on 10 point scale)

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

- Aptitude in the 95th – 99th percentile range
- End of Grade Test(s) in specific subject area(s) (95th -99th percentile range)
- Teacher recommendation with anecdotal documentation including specific indications of strong giftedness
- Student interest with sample documentation
- Task commitment as evidenced by behavior scale and/or teacher interview
- Past academic performance ("A" preferred with "B" minimum grade of 85 required based on 10 point scale)

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

- Aptitude in the 98th – 99th percentile range
- End of Grade Test(s) in specific subject area(s) (98th - 99th percentile range)
- Teacher recommendation with anecdotal documentation including specific indications of a high level of giftedness
- Student interest with sample documentation
- Task commitment as evidenced by behavior scale and/or teacher interview
- Past academic performance ("A" required based on 10 point scale)
- Off grade testing

SECONDARY CRITERIA (GRADES 9 – 12)

NOTE: Individual case study (including intelligence and/or achievement testing) if GERC committee is undecided about identification.

STAGE 1 - Quality educational experiences available to all students through differentiated core instruction.
STAGE 2 - Four out of six of these must be met with one of the four being either the aptitude or End of Grade Test(s). The six categories are:
• Aptitude in the 90th – 99th percentile range
• End of Course Test(s) in specific subject area(s) (90th – 99th percentile range)
• PSAT/SAT minimum score of 600 in either reading or math
• Teacher recommendation with anecdotal documentation including specific indications of giftedness.
• Task commitment as evidenced by behavior scale and/or teacher interview
• Past academic performance ("A" preferred with "B" minimum grade of 85 required based on 10 point scale)

STAGE 3 - Five out of six of these must be met with one of the six being either the aptitude or End of Grade Test(s). The six categories are:
• Aptitude in the 95th – 99th percentile range
• End of Course Test(s) in specific subject area(s) (95th – 99th percentile range)
• PSAT/SAT minimum score of 700 in either reading or writing
• Teacher recommendation with anecdotal documentation including specific indications of strong giftedness.
• Task commitment as evidenced by behavior scale and/or teacher interview
• Past academic performance ("A" preferred with "B" minimum grade of 85 required based on 10 point scale)

STAGE 4 - Six out of seven of these must be met with one of the eight being either the aptitude or End of Grade Test(s). The seven categories are:
• Aptitude in the 98th – 99th percentile range
• End of Course Test(s) in specific subject area(s) (98th – 99th percentile range)
• PSAT/SAT minimum score of 750 in either reading or math
• Teacher recommendation with anecdotal documentation including specific indications of a high level of giftedness.
• Task commitment as evidenced by behavior scale and/or teacher interview
• Past academic performance ("A" required based on 10 point scale)
• Student interest with sample documentation

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.

District Response: 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, 3% Black or African American, 5% Hispanic (21% of the 5% qualify as ELL, .9% of the total student population), Two or More 4%, White 88% and 50% of our student population qualifies for free and reduced lunch.
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 Cog AT during the student identification process as described in Practice A of this plan.

As with all students, multiple criteria will be utilized as described in Practice B of this plan. Thus, no single criteria will exclude students from under-represented 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 have been considered during the screening process described in Practice A of this plan.

**Practice D**
Implements screening, referral, and identification processes consistently within the LEA.

**District Response:** Stokes County Schools will implement the screening, referral and identification procedures as described in Practices A, B, C and D of this plan. Stokes County Schools will be intentional about addressing underrepresented populations as noted in this plan’s revision by the inclusion of a non-verbal assessment as described in Practice C of this plan.

The AIG specialist, gifted education inclusion teacher or designee will serve in a leadership role to insure that the school-level Gifted Education Review Committee (GERC) is formed, meets, and follows the procedures as outlined in this plan. This includes the AIG specialist, gifted education inclusion teacher or designee 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, gifted education inclusion teacher or designee may determine that experts from other areas (special education, ELL, etc.) may need to be included on an as needed basis.

AIG specialist, gifted education inclusion teacher or designee 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, gifted education inclusion teacher 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, gifted education inclusion teacher or designee at the school level. It is recommended that these be maintained electronically on Google Docs where applicable. Other documents should be maintained in a secure and organized manner for quick access by the AIG specialist, gifted education inclusion teacher or designee. A non-inclusive list of such documentation: GERC meeting minutes and agenda, list of students reviewed including decision made by GERC committee, relevant student data considered during the screening, referral, and identification process.

**Practice E**
Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/ families, students, and the community-at-large.
**District Response:** Stokes County Schools values the input of all stakeholders. As a result from stakeholder feedback the AIG District team determined the following action points are imperative to improving communication to our students, parents, and administration regarding all aspects of our Academically and Intellectually Gifted programs.

*Create an AIG brochure to provide parents and other stakeholders with information about the AIG Program
*Have an 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 department or specialist
*A district level parent engagement event
*Transition meetings with AIG Specialist 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
*Using the elementary model as a resource, each school, including middle schools and high schools, will complete a spreadsheet at the end of each school year to provide achievement data for all AIG students
*Strengthen the Gifted Education Review Committees at all schools through AIG identification process 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 on-going 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

**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.

**District Response:** It is the responsibility of the AIG specialist, gifted education inclusion teacher 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 gifted educator(s) serving the student (or principal's school level designee) to review this documentation with parents/families or guardians annually. Evidence of this review is a signature on applicable form(s).

**Placement Process**
The following is summation of the identification and placement process is detailed to supplement the information provided in Practice A of this plan. The summary steps are provided in order for ease of understanding and to emphasize the steps involved:

1. Gifted specialist or designee distributes forms and receives nominations for the development of the
search pool
2. GERC screens nominations for eligibility
3. Notice of evaluation and interest inventory is sent to parents
4. Additional information requested, if necessary; behavior scales are completed by appropriate personnel
5. Invitation to conference sent to parents
6. Differentiated Education Plan (DEP) developed by GERC
7. Parent signs agreement of options and permission for placement

Annual Review
During each school year, the GERC, led by the AIG specialists, gifted education inclusion teacher 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 program; amend the DEP (including staging), if necessary; or exit the child from the program. The following information explains the procedures for conducting an annual review.
1. The teacher providing the differentiated service will provide on-going 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 and student in for a conference to determine continued need for services;
   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 parents 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 gifted education specialist that the DEP be amended to meet the student's needs.
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 exit him/her from the program.
   b. Parents will be notified and requested to attend conference to support the student's individual needs.
7. After multiple attempts to sustain a student's participation in the AIG program, in the most extreme and rarest of circumstance it may be necessary to exit a student due to student request, parent request, motivation or participation if differentiated services are no longer appropriate for the student. Parents will be notified and requested to attend an exit conference.

**Ideas for Strengthen the Standard:** Incorporate collaboration and communication with High School Counselors and AIG Coordinator to ensure Academically and Intellectually Gifted students continue
to receive the supports needed to engage them academically as well as socially and emotionally.

Create a Google Slide Presentation for all schools to share at the beginning of year (BOY) to share with all stakeholders regarding the district's AIG plan, identification process and services. Schools will have the ability to add additional slides to include school specific information.

Have an annual district level AIG meeting. This will not replace the annual school level AIG meeting.

Develop performance task that may be used as criteria evidence for placing AIG students.

Continue to work toward implementing a process for identification for K-3.
  * Criteria needs strengthening as it is too subjective
  * Teachers in K-3 will need certification
  * Norms will need to be developed
  * Professional Development needed

Schools complete and document GERC Committee meetings with agendas, sign-in sheets, minutes and annual review process, including paperwork.

Review restaging of AIG students for a clear standard process across district.

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

**Sources of Evidence:** AIG brochure

Meeting agenda, sign in sheets, and meeting minutes

AIG Plan

Student data and spreadsheets summarizing such data
Standard 2: Comprehensive Programming within a Total School Community

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

Practice A
Delivers an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

District Response: AIG specialists, gifted education inclusion teacher and others that work with gifted learners meet the comprehensive needs (academic, intellectual, social, and emotional needs) of gifted learners as described throughout this plan. Standard 3: Differentiated Curriculum and Instruction of this plan details the service options and ways that the needs of gifted learners are being met across all classroom environments, grade levels, and settings.

AIG specialists, gifted education inclusion teacher and others that work with gifted learners shall provide services for students that encourage the development of critical thinking, problem solving, and other 21st century skills. AIG specialists, gifted education inclusion teacher and others shall provide services and offerings for students that focus on the development of interests and special talents of students. With the guidance of the AIG teacher, opportunities that promote self-initiated and self-directed learning shall be provided for gifted learners.

Grades K-3 AIG Services
Stokes County does not formally identify students in K-3. However, because Stokes County does recognize the importance of continued early talent development, service options, such as flexible, cluster or cross grouping, enriched curriculum in the regular education classroom and subject acceleration are offered, as well as other enrichment opportunities are outlined in Standard 3.

Grades 4-5 AIG Services
At the elementary level, AIG students are cluster-grouped in inclusion classrooms with certified AIG specialist, gifted education inclusion teacher or designee. AIG specialist, gifted education inclusion teacher or designee collaborate weekly with the regular education teachers to plan instruction, teach, enrichment opportunities, analyze data and evaluate acceleration opportunities. Opportunities for enrichment, include but are not exclusive to, are curriculum compacting, Problem Based Learning (PBL) task, interest projects, choice boards, enriched curriculum in the regular education classroom and subject acceleration, as well as other enrichment opportunities outlined in Standard 3.

Additional 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 6-8 AIG Services
At the middle school level, students are subject-grouped according to their area of identification. AIG specialists or gifted education inclusion teacher collaboratively plan with instructional staff to ensure
appropriate services for gifted learners. Opportunities for enrichment, include but are not exclusive to, are curriculum compacting, Problem Based Learning (PBL) task, interest projects, choice boards, enriched curriculum in the regular education classroom and subject acceleration, as well as other enrichment opportunities outlined in Standard 3. Additional opportunities offered include after-school clubs and Battle of the Books.

Grades 9-12 AIG Services
At the high school level, students are able to self-select courses and participate in special activities. High School Counselors will support them through this process to ensure AIG students are encouraged to pursue courses that are academically challenging and appropriate for the individual. This self-selection process is supported through meetings and recommendations from teachers and school counselors. Students have the option to pursue Honors, Advanced Placement classes, and Career and College Promise courses through community college partnership, as well as the option to attend Stokes Early College.

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.

AIG specialists or gifted education inclusion teacher should also directly and indirectly support regular education teachers and instructional staff by:
Providing all teachers, specialists, and school counselors with access to information on student Differentiated Education Plans (DEPs).
Providing instructional support to assist teachers with differentiation strategies to enrich, extend, and accelerate as needed.
Consulting with teachers and school counselors to address the needs of gifted learners.
Providing resources to share with other AIG specialists, regular education teachers, school counselors, other instructional staff, and administrators.

**Please note that any student obtaining the highest level on EOG or EOC in grades 3-12 in mathematics will be clustered grouped in advanced mathematics classes or courses regardless of AIG identification. (HB986)**

Practice B
Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

District Response: According to North Carolina's Rationale for the AIG Program Standards, our public schools should challenge ALL students to aim for academic excellence. This ensures that appropriate, quality educational experiences are available to all students by following the Multi-Tiered System of Support (MTSS) protocol of differentiated core for all students. 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. 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.
The initial and continued placement of students in the AIG Program, including the annual staging and annual review, should be given thoughtful consideration. Each gifted child should be considered individually and the appropriate placement and staging considered based on the needs of the child and the available resources of the LEA. Service options for AIG students are listed in Standard 3 of this plan and these students should be served by teachers with training in gifted education as described in Standard 4 of this plan.

Most of our gifted students are moderately gifted and require some, but less differentiation than gifted students who are highly, exceptionally, or profoundly gifted. Moderately gifted children can do well in the regular classroom, with the added challenge of differentiation, enrichment, or mild acceleration in their areas of strength. These students may need quality core instruction in areas that are not strengths.

The highly, exceptionally, or profoundly gifted child is not "most children," even gifted children. For these students, a higher level of differentiation is needed. The service options are defined in Standard 3 of this plan. For exceptional students needing subject or grade acceleration, these procedures are defined in Standard 4, Practice G of this plan.

As previously noted, Stokes County Schools recognizes that in order for the AIG Program to become an integral and connected part of the instructional program, training of personnel is critical and is a priority for the district. Details can be found in Standard 4: Personnel and Professional Development. Training is a prerequisite to developing a more comprehensive program and becoming more effective with the curriculum and instruction component, which is detailed in Standard 3: Differentiated Curriculum and Instruction. Effectively integrating support and enrichment through differentiation will allow us to extend identification and services to our K-3 students, as part of our long-term goals to improve 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. Differentiated, enriched curriculum will be included in the Google Site.

District-wide trainings and meetings, including but not limited to monthly PLC meetings, will provide information to ensure that programs are aligned and resources are available.

The AIG District Coordinator will serve as an adviser and advocate to ensure that district leadership is aware of the needs of gifted learners and that AIG is considered as decisions are made related to policy 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 C**
Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.
**District Response:** Purposeful grouping practices will be used for 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/information to determine the most appropriate placement for AIG students, including cluster grouping. Cluster grouping is when gifted students are placed in a mixed ability classroom and provided 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 their age peers. This will afford opportunities to develop talent in other non-identified students. Intellectual, social, and emotional needs of gifted students can be addressed through the cluster grouping of these students with like peers. The comprehensive needs of gifted students should also 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 changes in flexible grouping.

The AIG District Coordinator, curriculum directors, principals, testing director, AIG specialists, gifted education inclusion teachers and 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 in an effort to continuously improve student outcomes.

Stokes County Schools provides opportunities in various settings, ranging from inclusion, cluster grouping in the regular education classroom, or other service options described in this plan.

Cluster-grouping of AIG students in classrooms
Cross-grouping of students for enriched curriculum
List of all AIG certified teachers is provided to the principals
AIG specialist, gifted education inclusion teacher or instructional coach planning time with teachers to model best practices with gifted students
Combinations of approaches used during a lesson to meet needs of students, such as:
* encouraging student discourse
* facilitating the use of higher order questioning techniques
* bringing different viewpoints into the classroom for students
* eliciting more student involvement
* meeting the needs of a variety of learning styles
* assisting student 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 D**
Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.
**District Response:** In early fall, the district AIG District Coordinator will meet with administrators to review the Stokes County Academically or Intellectually Gifted Education Plan.

The AIG 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 gifted education inclusion teacher will share information at their respective schools annually regarding Stokes County Schools Academically and Intellectually Gifted Education Plan and Program. All teachers should be 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 at our district back to school conference on various topics. These sessions will be open to all teachers.

AIG specialists or gifted education inclusion teacher 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.

During weekly PLC meetings school personnel (regular classroom teacher and gifted education inclusion specialist) should collaboratively plan to prepare for the differentiated education of gifted learners. During this meeting, lesson plans, materials and curriculum will be discussed in relationship to the program goals as well as student needs and interests.

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

**District Response:** Principals will ensure all teachers are aware of student identification and service needs at each grade level by including this as part of beginning of the year meetings. Principals may delegate this task to the school-level AIG specialist, gifted education inclusion teacher or designated person.

When students transition from elementary to middle and from middle to high school, AIG specialists, gifted education inclusion teacher or principal-appointed designees will meet to discuss student needs and recommended services.

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

**Practice F**
Addresses the social and emotional needs of AIG students through collaboration among school counseling personnel, regular education teachers, AIG specialists, and others.
District Response: AIG District Coordinator, Director of Elementary Curriculum, and Director of Middle/Secondary Curriculum will meet with school counselors to ensure that they are informed of the AIG Program, in general, as well as the social and emotional needs of gifted learners that are specifically part of the AIG Plan.

The AIG specialist, gifted education inclusion teacher or principal appointed designee shall work with the school counselor and other members of the Gifted Education Review Committee (GERC) to develop the Differentiated Education Plan (DEP). This should increase opportunities to include and address the social and emotional needs of AIG students.

School counselors should include a discussion of the social and emotional needs of AIG students during collaborative team meetings such as PLCs. They are encouraged to share resources with teachers and instructional staff. They should also identify opportunities and lead small group discussions with this population.

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 study, planning lessons to address student social and emotional needs, training on the development of DEPs each spring
- Annual training for teachers at the school level
- Mental Health training throughout the district

As part of training and professional development, the social and emotional needs of gifted learners will be included. Details can be found in Standard 4: Personnel and Professional Development of this plan.

Practice G
Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration.

District Response: Stokes County Schools strives to match services and programs with demonstrated student needs. The available resources of the LEA must also be considered. Acceleration is a research-based intervention and best practice in gifted education that can provide optimal learning opportunities for high ability students. In order 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, along with various fine and gross motor skills, social and emotional maturity, and organization and time management skills. Thus, the academic, intellectual, social, and emotional aspects must be considered.

A non-inclusive 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 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 taught at the high school, so that students arrive to 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,
-High-level summer classes sponsored by colleges and universities, regional talent searches, and other organizations.

Subject and/or Grade Acceleration: Stokes County Schools also recognizes that a few students demonstrate a strong need for acceleration that involves subject and/or grade acceleration when an appropriate body-of-evidence indicates the need. This could possibly involve a DEP. 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 via grade or subject acceleration. Typical but not inclusive indicators would be:

-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, gifted education inclusion teacher, classroom teachers, parents, and/or students must accompany the referral request. Documentation may include several forms: portfolio, student work, assessment results, interviews, 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 - 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. All testing must be administered after the April 16th that 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.
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 NC public school students, not just AIG students.

If a student is interested in Credit by Demonstrated Mastery, a meeting needs to be scheduled with the student, parents/guardians, principal, subject area teacher, and school counselor. The purpose is to fully explain the process and reference the most current guidelines from the North Carolina Department of Public Instruction (NCDPI). 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) assessment. Stokes County Schools will follow DPI guidelines.

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.

**Practice H**

Implements intentional strategies to broaden access to advanced learning opportunities for under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. These strategies may include talent development efforts.

**District Response:** As described in Standard 1: Student Identification of this plan, the district will be intentional to respond to the inclusion of traditionally underrepresented populations in the AIG Program. Specifically, Stokes County Schools will include the non-verbal component of the CogAT during the student identification process as described in Standard 1, Practice A of this plan.

As with all students, multiple criteria will be utilized as described in Standard 1, Practice B of this plan. Thus, no single criteria will exclude students from 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 talent of students who have been formally placed in the AIG Program or have been considered during the screening process described in Standard 1, Practice A of this plan.
Practice I
Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

District Response: 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. This could be communicated through a newsletter, website, social media, or other communication form 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-inclusive list follows:
Duke TIP Participants: Summer Studies, Independent Learning, eStudies, and Scholars Weekends
Field trips
After 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 guide 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)

Ideas for Strengthen the Standard: Increase focus on social and emotional needs of gifted learners and provide training specifically related to this aspect.
Revise DEP to include 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 regular education, special education, and gifted education.
Strengthen communication to all stakeholders through district and school level meetings, AIG Google Site, and a brochure about gifted education.
Search for and make students and parents aware of opportunities within and outside the school setting.
Continue the elementary teacher-led (AIG teachers) meetings with a focus on specific professional development during these meetings.

Initiate a middle school and a high school teacher-led (AIG teacher) meeting similar to elementary meetings.

AIG Advisory Board will become a more active body, especially during non-revision years, with a goal of meeting annually or twice-annually.

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 specialists or gifted education inclusion teacher will lead the effort of providing information related to the basics of gifted education at the school-level.

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.

Under the district's initiative of differentiated instruction - regular education, special education, and gifted education will provide joint professional development for teachers and administrators.

Professional development on tiered lesson plans will be included in this training.

**Sources of Evidence:**
- Licensed AIG teacher data
- Lesson plans created by AIG specialists and classroom teachers
- Sign-in sheets, online registrations, and CEU reports
- Professional development offerings found on the workshop calendar on LINQ.
- Additionally, sign-in sheets will be kept of all AIG focused professional development offerings.
- Agendas and certificates from professional development offerings at the regional and state levels.
Standard 3: Differentiated Curriculum and Instruction

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

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

District Response: AIG specialists, gifted education inclusion teacher and other instructional staff with Stokes County Schools use the NC Standard Course of Study (SCOS) K-12 as a guide for instruction and adapt it to differentiate for the varied interests and abilities of AIG students (and all students). AIG specialists and gifted education inclusion teacher use differentiated instruction to enrich, extend, and accelerate learning for high-ability students with the goal of maximizing students’ achievement. 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 utilized to ensure appropriate differentiation. Strategies may include small group discussions, cooperative groups, seminar discussions, debates, research and report writing, essays, and above-level independent reading.

Gifted students need differentiated curriculum and instruction to learn and grow. In Stokes County gifted learners spend the majority of their school day in AIG inclusion education classrooms. However, it is important that all teachers have professional development to learn more about gifted learners and how to meet their academic, intellectual, social, and emotional needs. Assessment is important to determine differentiated curriculum and instruction that will promote learning. Differentiation includes grouping strategies, varied resources, and adjustments to the pace of instruction. Opportunities for intellectual engagement, consideration of ideas, and more complex tasks are important. 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. With the 2019-2022 Stokes County AIG Plan, our goal is to provide increased differentiated curriculum and instruction to encourage the growth of gifted students and all learners.

Program Service Option Stages:
Gifted students demonstrate a wide range of individual needs. Numerous opportunities and options are required to meet their needs. A continuum of services allows for individual students needs to be addressed. The four stages of services offered in Stokes County are based on Treffinger’s model of All, Many, Some, and Few (Maker and Nielsen, 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 regular 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, curriculum compacting, or Advanced Placement courses at the high school level.

Stage 3 students show outstanding ability in a number of academic areas and need a strong, challenging, 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, content differentiation, or independent study contracts.

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

Service Delivery Option Descriptions:

A list of the service delivery options are given here. A general description of the service delivery options are outlined in the glossary appendix. These are listed in alphabetical order for ease of reference. The ones that are appropriate and applicable for each level (primary, elementary, middle, and secondary) and each stage (1, 2, 3, or 4) within the levels are specified in the charts included later 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 acceleration; i.e., grade skipping, subject skipping, Credit by Demonstrated Mastery (Acceleration procedures are detailed in Standard 2, Practice G of this plan.) classroom stations or workstations, inclusion and cluster grouping, consultative services, cross age/multi-age class, curriculum compacting, enrichment units or clusters in-class flexible grouping, independent study, pull-out or resource, special school, shadowing program and technology training (advanced).

The following service delivery options are most applicable to high school students and therefore are listed separately: These service options may include Honors courses, Advanced Placement (AP) courses, Stokes Early College High School, distance learning, Career and College Promise, early college entrance, computer-based instruction and telecommunication and online courses. Note: School counselors will play an important role in meeting the academic, career and personal/social needs of gifted students. 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 work with the student, parents/guardians, content-specific teachers, AIG specialists, gifted education inclusion teacher and outside organizations such as colleges and universities to insure that an appropriate plan is developed during course selection advisement.

PRIMARY SERVICE DELIVERY OPTIONS

As described in Standard 1, Practice B, formal identification for AIG services in Stokes County begins in the spring of grade 3 when testing is more appropriate and accurate for predicting the need for
advanced curriculum. However, classroom teachers and AIG specialists use a collaborative-consultative approach to provide appropriate enriched curriculum as needed for advanced primary students. Our goal is to increase differentiated instruction in the regular classroom. We are working toward the use of the Primary Education Thinking Skills program in 3rd grade by connecting the content to current pacing and framework structure. Currently, the following options may be used to meet the needs of young advanced learners: 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. Reference Standard 1, Practice B of this plan for information related to identification criteria and Standard 2, Practice G for procedures related to acceleration options.

ELEMENTARY SERVICE DELIVERY OPTIONS

Stage 1
NC Standard Course of Study
Differentiated Core Instruction
Flexible grouping
Learning stations
Differentiated instruction strategies for gifted learners

Stage 2
NC Standard Course of Study
Differentiated Core Instruction
Tiered planning
Flexible grouping
Learning stations
Differentiated instruction strategies for gifted learners
Cluster grouping
Curriculum compacting
Enrichment units

Stage 3
NC Standard Course of Study
Differentiated Core Instruction
Supplemental Core - Tiered planning
Flexible grouping
Learning stations
Differentiated instruction strategies for gifted learners
Cluster grouping
Curriculum compacting
Cross-age/multi-age class

Stage 4
NC Standard Course of Study
Differentiated Core - Intensive Enrichment
Tiered planning
Flexible grouping
Learning stations
Differentiated instruction strategies for gifted learners
Cluster grouping
Curriculum compacting
Cross-age/multi-age class
Independent study
Grade/class acceleration

MIDDLE SCHOOL SERVICE DELIVERY OPTIONS

Stage 1
NC Standard Course of Study
Differentiated Core Instruction
Flexible grouping
Learning stations
Differentiated instruction strategies for gifted learners

Stage 2
NC Standard Course of Study
Differentiated Core Instruction
Tiered planning
In-class flexible grouping
Differentiated instruction strategies for gifted learners
Curriculum compacting
Enrichment units
Cluster grouping
Specialized classes by achievement as appropriate

Stage 3
NC Standard Course of Study
Differentiated Core Instruction
Supplemental Core - Tiered planning
In-class flexible grouping
Differentiated instruction strategies for gifted learners
Curriculum compacting
Enrichment units
Specialized classes by achievement

Stage 4
NC Standard Course of Study
Differentiated Core Instruction
Intensive Enrichment - Tiered planning
In-class flexible grouping
Differentiated Instruction strategies for gifted learners
Curriculum compacting
Enrichment units
Specialized classes by achievement
Cross-grade grouping
Subject acceleration/course acceleration
Grade acceleration
Cluster grouping

SECONDARY SCHOOL SERVICE DELIVERY OPTIONS

Stage 1
NC Standard Course of Study
Differentiated Core Instruction
In-class flexible grouping
Differentiated Instruction strategies

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

Stage 3
NC Standard Course of Study
In-class flexible grouping
Differentiated Core Instruction
Supplemental Core - Tiered planning
Differentiated instruction strategies for gifted learners
Honors courses
Advanced Placement courses
Stokes Early College High School
Career and College Promise

Stage 4
NC Standard Course of Study
Differentiated Core Instruction
Intensive Enrichment - Tiered planning
In-class flexible grouping
Differentiated instruction strategies for gifted learners
Honors courses
Advanced Placement courses
Stokes Early College High School
Early college entrance
Career and College Promise in conjunction with Forsyth Technical Community College
Early Graduation

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.

**District Response:** AIG specialists, gifted education inclusion teacher and other instructional staff 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 gifted education inclusion teacher also make recommendations and support regular classroom teachers in using best practices for gifted learners.

Recommendations include:
- using pre-assessments to inform instructional planning
- compacting the curriculum and providing enrichment and/or acceleration opportunities
- tiered lesson planning
- being flexible with the curriculum to allow for real-life problem solving experiences
- using students’ interests and educational needs to make curriculum more engaging for them
- allowing for independent study projects/investigations
- teaching research skills, higher level thinking skills, creative thinking skills, problem solving skills, and communication skills to 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 and make it easier to utilize advanced materials
- providing opportunities for gifted students to participate in competitions and collaborative projects such as math fairs and tournaments, Battle of the Books competitions, spelling bees, and creative problem solving events
- incorporating various technologies
- offering opportunities for distance learning and advanced courses

Each school has an AIG specialist or gifted education classroom teacher which provides support to teachers in employing diverse and effective instructional practices and service delivery model to ensure that 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 is provided to the principals
- Planning time with teachers
- Equitable services for unidentified students from underrepresented populations
- Combinations 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:
- encourage discussion by the students
- facilitate the use of higher order questioning techniques
- model best practices with gifted students
- bring different viewpoints into the classroom for students
- elicit more student involvement
- meet the needs of a variety of learning styles
- assist individual students efficiently and effectively
- 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 instruction for small groups of students when needed

Grades 4-5 AIG Services
At the elementary level, AIG students are cluster-grouped in classes. The AIG specialist or gifted education inclusion teacher collaborates regularly with the general education teachers to plan instruction, teach, and assess AIG students. Additional opportunities offered may include after school clubs, math fairs, Battle of the Books and an annual Elementary AIG enrichment event, i.e. Escape Classroom.

Grades 6-8 AIG Services
At the middle school level, students are subject-grouped according to their area of identification. The AIG specialist or gifted education inclusion teacher collaboratively plans with instructional staff to ensure appropriate services for gifted learners. Additional opportunities offered may include after school clubs, science, and Battle of the Books.

Grades 9-12 AIG Services
At the high school level, students are able to self-select courses and participate in special activities. This self-selection process is supported through school counselors, DEP meetings, parent meetings and recommendations from teachers and school counselors. Students have the option to pursue Honors and Advanced Placement classes. Each student has the option of attending a traditional high school program or Stokes Early College High School. In addition to selecting traditional high school or early college, all students can participate in NC Virtual Public School courses online. These online courses are taken in addition to the regular coursework and the majority of the offerings are at an advanced level.

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

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

District Response: Teachers of gifted learners in Stokes County use a variety of research-based supplemental resources to help gifted learners grow. These resources include more challenging texts, creation of multimedia projects, and exposure to advanced technology, collaboration, challenging questioning and discussion, and multi-leveled problem solving. Following are examples of resources that may be used. Also reference the Stokes County Schools AIG Livebinder (password:stokes), a "living document" that is referenced in this plan and exists outside this document as a resource for all stakeholders. We will be transferring the materials located on this Livebinder to Google Site for the 2019-2020 SY.

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
NCDPI AIG Instructional Resources
Primary Education Thinking Skills
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 annual conference
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
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, and leadership.

**District Response:** 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. Ideas for developing 21st century skills include authentic learning tasks, project- and problem-based learning, STEM, 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 Livebinder, a "living document" that is referenced in this plan and exists outside this document as 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

Practice E
Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

District Response: Stokes County Schools uses a variety of quantitative and qualitative to monitor students' progress and drive instructional decisions. Pre-assessments, formative assessments, anecdotal and summative assessments are part of the learning cycle. Pre-assessments find what students already know and provide information about forming groups 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:

Pre-Assessments
Common Formative Assessments (CFA)
Pre-tests
Graphic organizers such as KWL charts
Observation
Questioning
Most Difficult First

Formative Assessments
Observation
Exit cards
Portfolio checks
Journal entries
Quizzes
Fountas & Pinnell
benchmark assessments (district & state)
Summative

Unit tests
Performance tasks
Products
Portfolios

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

**District Response:** Stokes County Schools seek to cultivate not only the academic needs of gifted learners but also their social and emotional needs. As part of a 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 plans to strengthen counseling services provided by personnel who have specific training in the characteristics and socio-emotional needs of diverse gifted learners such as underachievement, multi-potentiality, perfectionism, peer interaction, parental pressure, etc.

Recommendations include:
School counselors meet with AIG students at least once a year to address social and emotional characteristics of gifted learners.
Professional development opportunities for school counselors addressing the social and emotional needs of gifted learners.
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 needs of gifted learners.

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

**District Response:** The Academically/Intellectually Gifted Education Program in Stokes County Schools seeks to nurture students by providing individual students with a learning model which appropriately challenges each student's 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 in all students. Through informal assessment in the regular classroom, students who are achieving above the level of most of their peers receive differentiated instruction in the regular classroom. The classroom teacher works with the gifted education specialist 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 regular 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 for all teachers, including those who teach K-3 students, in differentiation of instruction for advanced students. The use of the Primary Education Thinking Skills program is being explored as an option to begin with students in 3rd grade during this plan cycle. Then as the district establishes the program in 3rd, we will look to implement in descending grades 2nd, 1st and lastly Kindergarten.

Practice H
Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

District Response: In order to effectively meet the needs of gifted learners in Stokes County Schools, collaboration among personnel is essential. AIG specialists or gifted education inclusion teachers 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, regular education and special education. AIG specialists and gifted education inclusion teachers will participate in planning days and meetings where AIG students are part of the agenda as much as possible. Other methods for constant communication and collaboration, such as Google Docs, Google Sites, 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/families to ensure effective programming, provide a continuum of services, and support school transitions.

District Response: Stokes County Schools provides differentiated educational services beyond the regular 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 (see service options listed in Standard 2, Practice A). Each student identified as AIG in grades 4-12 will have a Differentiated Education Plan (DEP) that is developed by the AIG specialist, gifted education inclusion teacher or designee in cooperation with the Gifted Education Review Committee. The committee consists of the AIG specialist or gifted education inclusion teacher, general education teachers, and administrators. 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.

At the elementary and middle school levels, this document is reviewed with families/parents at the annual meeting, which is held within the first month of school. This is when services are explained to parents and the DEP is signed. Parents 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 will
be 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 their request. DEPs are reviewed annually by school counselors to ensure that students placement in courses are meeting his/her services needs. Academic advisement occurs annually. Teachers review DEPs as notified through PowerSchool of gifted learner identification.

**Ideas for Strengthen the Standard:** Provide training in differentiation for all teachers, including K-3. Suggested focus on tiered lessons through a combined effort from gifted, regular, and special education to promote a team effort, create ownership, and promote more buy in.

Provide training in personalized learning.

High School - As part of the course selection advisement process which takes place at the transition from middle to high school and each subsequent year, school counselors will address course selection and participating in extracurricular clubs, sports, and activities as a means of providing differentiated services for gifted students. One option to address the need for the gifted learner upon the transition from middle to high school would be the Stokes County Early College as a placement for the secondary student.

Create a Google Site of differentiation ideas and resources. The Google Site will be a "living document" that is referenced in this plan but will exist outside to allow for revisions that need to be made prior to the next formal plan revision.

Utilize common formative assessments as a pre-assessment tool to identify areas to assist and/or enrich students.

Search for and make students and parents aware of opportunities within and outside the school setting.

Provide opportunities for AIG students to take multiple intelligences and learning style surveys to assist with instructional decisions.

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

Creating a print and online library of resources regarding meeting 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

NAGC Position Statements & White Papers

Gardner's Multiple Intelligences

**Sources of Evidence:** Evidence of differentiated instruction such as tiered lesson plans

Administrative walkthroughs showing evidence of differentiated instruction

Stokes County Differentiation Google Site or AIG (proposed) and/or link to Stokes County AIG Differentiation Site
Appendix for this plan with resources and forms - non-inclusive list may include a list of best practices for gifted learners, pre-assessments, post-assessments, interest surveys, independent learning contracts, research-based supplemental resources, learning experiences that promote 21st century skills.

Differentiated Education Plans

Agendas, minutes, and sign-in sheets from meetings (school and district level)
Standard 4: Personnel and Professional Development

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

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

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

The responsibilities of the AIG District Coordinator include:
- Communicates 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 twice-annually.
- Plans & leads evidence-based professional development
- Consults with principals
- Coordinates monthly PLCs with cross-district AIG teachers
- Participates actively in regional/area meetings, professional development opportunities, and other statewide initiatives to support gifted programs
- Serves as resource for all teachers
- Resolves parent or teacher concerns
- Plans and coordinates AIG events
- Ensures AIG specialists and gifted education inclusion teachers lead the effort of providing information related to the basics of gifted education at the the school-level.

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

District Response: To ensure AIG specialists, gifted education inclusion teachers and others serving gifted learners are meeting the various needs of gifted learners, principals and assistant principals observe teachers annually and conduct classroom walkthroughs to provide constructive feedback to ensure varied differentiated instruction for gifted learners. Additionally, the AIG District Coordinator consults with principals throughout the school year to ensure that AIG specialists and/or gifted education inclusion teachers are meeting the needs of gifted learners.

AIG District Coordinator monitors the AIG staff and programs at the school level in support of the
comprehensive needs of gifted learners and families. This is accomplished through a review of AIG records at each school as well as;
Collaborate with the school based instructional leadership team and district leaders
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

AIG specialists or gifted education inclusion teachers at the school level shall show evidence in their lesson plans that tasks are being provided that explicitly address the needs of gifted learners. AIG specialists or gifted education inclusion teachers are encouraged to collect artifacts and publicize events and learning opportunities that explicitly demonstrate the variety of ways the academic, intellectual, social, and emotional needs of gifted learners are being addressed. Additionally, AIG specialists or gifted education inclusion teachers;
Implement, facilitate, and integrate the district AIG Plan including:
Conduct identification placement team meetings
Coordinate the development of Differentiated Education Plans (DEP) for Students
Provide direct and indirect services following the district AIG Plan
Serve as meaningful two-way communication for AIG plan, program, services, questions and concerns
Organize and keep 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
Consulting, co-teach, model lessons, and provide meaningful instructional support to classroom teachers
Continuously seek additional ways to meet the needs of this population
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 learner

Practice C
Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

District Response: Teacher training and ongoing 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, university 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 developed and supported by administrators, coordinators, curriculum specialists, general education, special education, and gifted education teachers who have developed expertise in gifted education. One of the 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. Another goal of the district is to develop an independent study course during this plan cycle that prepares teachers to take the AIG praxis after completing the required course work.

Since AIG students spend much of their time within general education classrooms, general education teachers need to receive professional development in gifted education 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 secondary education school counselor professionals with knowledge in gifted education. This framework will guide professional development requirements to insure continuous improvement in establishing and providing specific and appropriate professional development for those serving gifted learners K-12.

Stokes County Schools embarked on a partnership with an Institute of Higher Education, Salem College, in the 17-18 school year. Our goal was to send a cohort of 10 teachers, 4th-12th, through a year-long program to obtain their AIG add-on licensure. SCS will continue this partnership for 2019-22 AIG Plan. SCS believes in serving our AIG students all day, every day through inclusion in the classroom with highly qualified AIG licensed teachers.

Targeted Professional Development regarding AIG programs and services may include but is not limited to:
Leadership Training for Administration - Plan Implementation & Accountability
AIG Specialist Review - Plan, Policies, Process & Procedures
AIG Specialist - Best Practices in Instruction for Gifted Learners
School Counselors - Plan, Policies, Process & Procedures
Regular Education Teachers, Specialist, ELL, Special Education - Plan, Process, Inclusion and Gifted Learners
Secondary Education - Collaboration with College Board for continuous improvement in AP Course offerings
Secondary Education - Collaboration with Forsyth Technical Community College to increase dual enrollment
Parents - Process, Identification, Services, Gifted Learners
Students - Process, Identification, Services, Gifted Learners

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

**District Response:** 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. This is especially true for highly gifted students who are identified as stage 3 or 4 in this plan.
Stokes County Schools' AIG District Coordinator recommends that classroom teachers have an AIG license when the classroom membership includes AIG students. Principals are expected to cluster group and provide flexible scheduling options to ensure identified learners are served by regular education teachers who are AIG licensed whenever possible. 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.

**Practice E**
Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.

**District Response:** Stokes County Schools will review the district initiatives, best practices in gifted education, and AIG Program goals and align professional development opportunities accordingly. The professional development may take a variety of forms as described in Practice C of this Standard. Best practices in gifted education have been incorporated in this plan and are specifically addressed in Standard 3: Differentiated Curriculum and Instruction of this plan. A critical area identified as a priority in this plan is the training of personnel to meet the needs of gifted learners. In addition to providing training and professional development, a shift in mindset is needed from gifted education services being provided only by pull-out services via AIG Specialists, to a more comprehensive services across all classroom environments, grade levels, and settings. A change in mindset begins with developing new talent and skills.

Providing appropriate differentiation for students is a district-wide focus that aligns with AIG goals. Professional development opportunities for differentiation and other best practices in gifted education are provided for all staff through a variety of professional development opportunities. Professional Development will be offered in a variety of ways throughout the three years of this plan, including but not limited to back to school conference, cross-district PLCs, NC AIG Conference, school level PLC collaboration, book studies, webinars and gifted education programs. A non-exclusive list of professional development options are meeting the social and emotional needs of gifted learners, incorporating critical thinking into all lessons, problem and/or project based learning, creating tiered lessons for differentiated core instruction and personalized learning.

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

**District Response:** One goal is to locate and provide opportunities to include and involve AIG teachers in department level meetings, staff meetings, professional learning communities and cross district collaboration. A second goal is to initiate a middle school and a high school teacher-led (AIG specialists and gifted education inclusion teacher) monthly collaboration meetings similar to elementary meetings to build cross district communication and professional capacity growth.
**Ideas for Strengthen the Standard:** Encourage teachers to obtain AIG license and/or provide opportunities for professional development on differentiation.
Develop 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 elementary teacher-led AIG inclusion gifted education teacher meetings with a focus on specific professional development and collaboration during these monthly meetings.
Initiate cross-district middle school and high school teacher-led AIG inclusion gifted education teacher meetings, monthly meetings similar to elementary meetings.
AIG Advisory Board will become a more active body, especially during non-revision years, with a goal of meeting annually or twice-annually.
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 the school-level.
A district wide professional development plan to be developed to include all personnel involved with AIG students, including AIG Specialists, classroom teachers, counselors, and school administrators including but not limited to understanding plan, communication and collaboration among all stakeholders, expectations, services, identification, resources, tiered lesson plans, etc.

**Sources of Evidence:** AIG licensure data
Sign-in sheets, online registrations, and CEU reports
Professional development offerings found on the workshop calendar on LINQ. Additionally, sign-in sheets will be kept of all AIG focused professional development offerings.
Agendas and certificates from professional development offerings at the regional and state levels
Documentation from gifted education professional development (sign-in sheets, handouts, presentation slides, teacher responses/assignments)
Standard 5: Partnerships

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

**Practice A**
Develops partnerships with parents/families that are intentional and meaningful to support the following needs of AIG students:
* academic and intellectual
* social and emotional

**District Response:** 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. SCS will seek to develop partnerships between the school system and community partners to provide services and programs to meet the needs of gifted learners and all students as a part of the total school community. The focus will be to inform/educate parents of gifted students through district and school level meetings and events. It is the responsibility of all individuals involved with the gifted education program to accomplish the community involvement component. The following are specific areas to be targeted with these groups:
- Classroom teachers communicate with school communities and parents through Open House, conferences, curriculum and parent nights, social media, 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 Example: Southeastern Stokes Middle School House Cup Awards
- Identify leaders from business and industry, other community agencies, and parent networks who may be willing to partner with the district in supporting programming options and services for gifted learners
- 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
- Various audiences will be targeted in the parental and community involvement component. Business groups are utilized as resources for mentorships, internships, and as speakers
- Partnership with Forsyth Technical Community College and other Institutes of Higher Education to inform students of varied educational opportunities
- Provide an annual countywide AIG parent meeting
- Utilize community partners or agencies as guest speakers to address current issues/concerns regarding gifted learners, or speak to an interest or passion area of gifted learners.
**Practice B**
Shares with stakeholders, including all students’ parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

**District Response:** 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 ConnectEd 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.

**Practice C**
Establishes and utilizes an advisory group to develop, implement, and monitor 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 and families, AIG teachers, and other instructional and support staff.

**District Response:** Stokes County Schools has an AIG Advisory Board that guides the LEA’s AIG 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 and families  
Students  
AIG Specialist  
Regular Education Teachers  
Instructional Coach  
Administration  
School Counselors  
Other instructional and support staff  

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.

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

**District Response:** The AIG coordinator and specialist are intentional in communicating with all of the stakeholders and utilizes the following tools to share information with parents in their native language:

- School and district websites
- Emails
- Brochures
- Automated phone calls
- Meetings

Interpreters are available to help with translations, as needed.

Information will be shared with students and families about partnerships available with civic and local agencies, including CTE opportunities. These opportunities might include mentorships, community outreach/service learning opportunities, internships and/or job shadowing, enrichment opportunities, Duke TIP, Arts Council camps and auditions, summer camps, NCCTM Math Fair, and Math Logo contests.

**Practice E**  
Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and gain support for AIG programs and services.

**District Response:** Stokes County Schools will continue to strive to build relationships with
community resource organizations to provide enrichment, extension, and acceleration opportunities for students. 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 to include but not limited to professional development for district teachers. SCS Secondary Education has partnered with 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 will also work 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. Additionally, parents will be encouraged to seek matching funds for projects through their employers.

**Ideas for Strengthen the Standard:** Establish an annual countywide AIG parent meeting to involve all stakeholders
Create opportunities at the school level and district level to improve communication and collaboration with parent stakeholders.
Create opportunities to spotlight AIG students
Continue to seek and establish partnerships with a local Institutions of Higher Learning
Establish partnerships with local businesses to provide internships for high school students

**Sources of Evidence:**
- Agendas
- Sign-in Sheets
- The Stokes County Schools AIG Facebook page
- Meeting notes from all meeting types
- Students' AIG folders show evidence of annual reviews and parent communication
- AIG brochure
- School and district websites
- Revisions to the plan or supporting documents
- Parent contact logs
- Volunteer logs
- Student participation logs
Standard 6: Program Accountability

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

Practice A
Develops a written AIG plan 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.

District Response: Stokes County Schools personnel, including teachers, administrators, and central office staff, along with parents and students from all areas of the county, were invited to develop a written AIG plan during the 2018-19 school year. Feedback was gathered from all stakeholders via electronic surveys for self-assessment purposes and was used to guide the committee in the revision of this plan. Student End-of-Grade and End-of-Course data was analyzed for growth and proficiency patterns. This 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 completed and approved by the local board of education and 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.

District Response: The district maintains an AIG revision committee. This group will continue to collect both formal and informal data, as well as meet at least twice a year to evaluate the progress and effectiveness of the current AIG plan. The AIG District Coordinator will facilitate annual AIG advisory council meetings that includes 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.

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 inclusion gifted education teachers in the schools to discuss identification, service options, and the total program. 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.

Currently, the AIG District Coordinator is the Director of Elementary Curriculum, Title I Implementation. Program information is shared with these leadership teams for feedback, ideas, and continuity with other programs.
**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.

**District Response:** AIG funds are monitored by the Stokes County Schools Finance Director. Most funds are currently used to pay for the salaries/benefits of AIG specialists based on current number of students enrolled in their classrooms. In the 18-19 school year, 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 and continuation of the AIG Licensure Cohort with Salem College. The AIG District Coordinator and revision committee will continue to advocate for funds that are needed for professional development for all teachers who work with AIG students.

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

**Practice D**
Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.

**District Response:** AIG District Coordinator works closely with the Accountability Director and the Director of Student Information to access information, interpret and analysis of data. This data will be compiled and analyzed to assess data trends, inform instruction and service delivery of the AIG program. Data related to student achievement, student growth, annual drop-out rates, underrepresented populations and graduation rates are currently maintained for all students.

EVAAS is utilized at all levels to collect and analyze data for AIG students. A spreadsheet template is provided for elementary and secondary to collect data for AIG students to document students identified as gifted. This spreadsheet, along with Powerschool, provides the platform to ensure services are provided for gifted learners. The school level AIG specialist, gifted education inclusion teacher or principal’s designee, at each school will be responsible for maintaining this spreadsheet. For high school, data will be tracked via number of internships or mentorships, college acceptance information, scholarship information, and successful AP class completion rates.

The AIG District Coordinator utilizes EVAAS and Powerschool to review, analyze and maintain data. Overall achievement data, based on EOG and EOC scores, for AIG students as a collective group is shared annually with the AIG revision committee for planning and goal-setting purposes.

District and school level leadership review this data to make decisions about service options, placement, staffing, etc. as it relates to the AIG program.

AIG specialists or gifted education inclusion teachers have reviewed personal data as related to their instruction to continue to make sure their instruction is meeting the needs of their gifted learners.
**Practice E**
Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

**District Response:** Stokes County Schools continues to build awareness of the under-represented populations and have intentionally attempted to serve those from these populations when appropriate by nurturing potential giftedness, even before official qualification for AIG services. Alternate assessments, such as the non-verbal portion of the CogAT, may be used to help identify students from these populations as well.

Stokes County Schools monitors the representation, performance and retention of underrepresented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

Note: The largest underrepresented population in the district is "Economically-Disadvantaged" students. 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 current data regarding the credentials of personnel serving AIG students.

**District Response:** Currently, the Director of Human Resources maintains data concerning licensure for each teacher serving AIG students.

The AIG District Coordinator maintains a Google Spreadsheet of AIG specialists or gifted education inclusion teacher in each school, and 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.

The AIG District Coordinator will collaborate with Human Resources to increase the number of teachers holding AIG licensure and participating in professional development activities to better serve the AIG student population.

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

**District Response:** Stakeholders were provided an opportunity to give feedback about the AIG program via an electronic survey. The results were shared with the AIG revision committee who used this information to develop the plan. It is the intent of the committee to elicit such 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**
Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

**District Response:** The AIG committee will meet annually to evaluate the program and progress toward goals. Specifically, the committee will review the program goals outlined in the AIG plan to determine progress. Additionally, the following items will be evaluated:
To evaluate annually, the varied service delivery options that are available to meet the needs of students identified in academic areas;
To provide annually, at least one professional development opportunity for all Stokes County Schools educators in the area of gifted education;
To provide annually, printed information about the characteristics of gifted students, best practices in gifted education, laws and procedures governing instruction and services for gifted learners in an effort to inform the school community, parents, and representatives of the local community;
To evaluate annually, the various components of the AIG program to facilitate continuous improvement; and
Efforts to increase annually the number of fully licensed AIG teachers working with gifted students in grades K-12.

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

**District Response:** The AIG plan is posted on the district website and is thus available to the public. Additionally, a parent meeting will be held annually at the beginning of the school year at the school level during which all stakeholders can learn more about the program and guide us toward improvements each year. Finally, an AIG fact sheet/brochure will be created to provide stakeholders a snapshot of the AIG program and will be shared at any informational events for AIG stakeholders.

**Practice J**
Safeguards the rights of all AIG students and their parents and families 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.

**District Response:** It is the responsibility of the AIG specialist, gifted education inclusion teacher, or principal's 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, gifted education inclusion teacher, or principal's school level designee, to review this documentation with parents/families or guardians annually. Evidence of this review is a signature on applicable form(s).

Placement Process
The following summation of the identification and placement process is detailed to supplement the information provided in Standard 1, Practice A of this plan. These summary steps are provided for ease of understanding and to emphasize the steps involved:

1. Gifted specialist distributes forms and receives nominations for the development of the search pool.
2. GERC screens nominations for eligibility.
3. Notice of evaluation and interest inventory is sent to parents.
4. Additional information requested, if necessary; behavior scales are completed by appropriate personnel.
5. Invitation to conference sent to parents.
6. Differentiated Education Plan (DEP) developed by GERC.
7. Parent signs for agreement of options and permission for placement.

Annual Review
During each school year, the GERC, led by the AIG Specialist or principal's designee, will review the progress of each student participating in differentiated service options. This includes gifted placement of a student that transfers from another Parents will be notified of their child's continued placement in program; amend the DEP, if necessary; or exit the child from the program. The following information explains the procedures for conducting an annual review.

1. The teacher providing the differentiated service will provide on-going 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 and student in for a conference to determine continued need for services;
   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 parents 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 gifted education specialist that the DEP be amended to meet the student's needs.
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 exit him/her from the program.
   b. Parents will be notified and requested to attend conference to support the student's individual needs.
7. After multiple attempts to sustain a student's participation in the AIG program, in the most extreme and rarest of circumstances, it may be necessary to exit a student due to student request, parent request, motivation or participation if differentiated services are no longer appropriate for the student. Parents will be notified and requested to attend an exit conference.

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 parent(s) 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 parent(s) 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 parent(s) may appeal to the Board of Education in writing within 10 days. The board will review the information and hear the case. The board will offer a written decision to the parent(s) within 30 days.

LEVEL IV – Neutral Mediation
If agreement cannot be reached following the board's decision, the Board of Education will arrange for mediation with an impartial facilitator at the approval of the parent(s). The mediator will be chosen from an approved list provided by the Department of Public Instruction. The mediator will review the decision made by the school system and make recommendations to the parent(s) and school system within 30 days of reviewing the information.

LEVEL V – Administrative Law Hearing
If mediation fails to resolve the disagreement satisfactorily, the parent(s) may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the hearing will be limited to consideration of:
   (a) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or
   (b) whether the local plan of services for the student has been implemented appropriately.
Following the hearing, the administrative law judge will make a decision based on the finding of fact
and conclusions of law. The decision of the administrative law judge becomes final, is binding on all parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. Attorney fees are the responsibility of the parent(s).

**Ideas for Strengthen the Standard:** The AIG revision committee will hold regular meetings to review the program components throughout the life of this plan. AIG revision committee continues to analyze data to ensure under-represented populations are being properly identified and served equitably. AIG teachers complete self-assessments to monitor implementation of the AIG program components. The revision committee will hold annual meetings to review the program components throughout the life of this plan. AIG coordinator with support from Accountability and Testing Director 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. Annual "State of AIG" meeting. Address specifically how the district will place gifted transfers from other districts or states.

**Sources of Evidence:** Meeting minutes and sign-in sheets Stokes County Schools education budget reports Shared data spreadsheets that show AIG student growth Survey results
**Glossary (optional):**

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

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

Academically and Intellectually Gifted (AIG): Students who are demonstrating high intellectual capacity and high academic performance. *AI - Designation in Powerschool

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 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.

Student Achievement: Indication of a student's knowledge may be shown through a standardized test score or an End of Grade/End of Course test score (90th percentile or above).

Student Aptitude: Indication of a student's capacity for learning that involves reasoning, problem solving, memory, etc. Aptitude may be shown through standardized testing as demonstrated abilities in the 90th to the 99th percentile range.

Student Interest: Indication of a student's focus areas and/or curiosity may be shown through a formal interest inventory/survey, an informal interview, or documentation of a student's particular passion. Interest may also be demonstrated through student's participation in extracurricular activities.

Student Motivation to Learn: Indication of a student's commitment to pursue learning experiences may be shown through school and/or outside of school activities. With some students this area may be muted by unfavorable environmental or experiential circumstances. For students, who have often been called "underachievers," an individual case study may be important to reflect a student's specific area(s) of need (Coleman and Gallagher, 1995).

Student Performance: Indication of a student's demonstrated mastery may be shown through work samples, portfolios, grades or other authentic assessment strategies.

**Appendix (optional):**

AIG ANNUAL REVIEW Elementary School.pdf *Appendix - Standard 1*

AIG ANNUAL REVIEW Middle School.pdf *Appendix - Standard 1*
AIG Continues to Qualify Letter.pdf (Appendix - Standard 1)
AIG GER-1 Class Nomination Form.pdf (Appendix - Standard 1)
AIG GER-1(a) Individual Nomination Form.pdf (Appendix - Standard 1)
AIG GER-2 Consent for Evaluation.pdf (Appendix - Standard 1)
AIG GER-2(a) Student Interest Inventory.pdf (Appendix - Standard 1)
AIG GER-3 Multiple Indicators.pdf (Appendix - Standard 1)
AIG GER-4 Behavior Scale.pdf (Appendix - Standard 1)
AIG GER-5 Invitation to Conference.pdf (Appendix - Standard 1)
AIG GER-6 Eligibility and Recognition of Needs.pdf (Appendix - Standard 1)
AIG Notice of Ineligibility.pdf (Appendix - Standard 1)
AIG Probation Parent Letter.doc (1).pdf (Appendix - Standard 1)
AIG initial qualification letter.pdf (Appendix - Standard 1)
AIG-1 ANNUAL REVIEW for High School.pdf (Appendix - Standard 1)
19-22 AIG Plan Service Delivery Options Defined.pdf (Appendix - Standard 3)
AIG GER-6(a) Differentiation Education Plan.doc.pdf (Appendix - Standard 3)
AIG K-3 Enrichment Education Plan.doc.pdf (Appendix - Standard 3)
AIG Nominations, Eligibility Determinations, and Placement Process.pdf (Appendix - Standard 4)
SCS 19-22 AIG Brochure.pdf (Appendix - Standard 5)
AIG Exit Form.pdf (Appendix - Standard 6)
AIG Folder Checklist.pdf (Appendix - Standard 6)
AIG Transfer of Records.pdf (Appendix - Standard 6)
Parent request to exit AIG.pdf (Appendix - Standard 6)
19-22AIGPLANAPPROVALDOCUMENT.pdf (Local Board Approval Document)
2019-2022 SCS AIG Plan Board Presentation.pdf (Local Board Approval Document)