

Stokes County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2013-2016

Approved by local Board of Education on: 20-MAY-13

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Stokes County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012). 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 to 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 2013-2016. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2010-2013, Stokes County Schools local AIG plan is as follows:

Stokes County Schools Vision for local AIG program: Stokes County Schools will provide an academically/intellectually gifted program that meets the North Carolina program standards by:

- Providing clear and equitable identification standards;
- Employing challenging, rigorous, and relevant curriculum and instruction;
- Recruiting and retaining highly qualified professionals and providing relevant and effective professional development;
- Providing an array of programs and services to meet the diverse needs of gifted learners;
- Ensuring on-going and meaningful participation in the planning and implementation of the local AIG program; and
- Monitoring and evaluating the program to ensure all services are effective in meeting the needs of our gifted learners.

Sources of funding for local AIG program (as of 2013)

State Funding	Local Funding	Grant Funding	Other Funding
\$336594.00	\$6000.00	\$0.00	\$0.00

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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

Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

This practice is a Maintained Practice for 2013-2016.

Rationale: The Stokes County Schools AIG plan articulates comprehensive referral and screening processes. The referral and screening processes involve several parties including regular education teachers, AIG specialists, administrators, parents, and students themselves. The referral process also allows parents to refer their own children. This practice will be maintained because the screening, referral, and identification processes are fair and equitable in that these processes are inclusive of many parties.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Stokes County Schools will initiate a three-step process for identification of potential candidates for gifted educational services. This process will include screening, identification/assessment, 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 each school's AIG specialist and regular education teachers. Additionally, the procedures, along with the rest of the AIG plan, are posted on the school system's website.

A. Student Search

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.
3. Each school will receive referrals from teachers, parents, peers, or others including self-nomination for gifted educational services.
4. 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, LEP students will be tested in their first language to afford them an equal opportunity to be a part of the AIG program.

B. School Committee

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).

2. 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, and the gifted education specialist.

3. If further individual assessment is deemed necessary, a formal request will be made by the committee to the AIG district coordinator and special programs department. Testing will be completed within 90 days of the request.

C. 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. 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 and parent
7. Parent signs for agreement of options and permission for placement

Planned Sources of Evidence: Copy of AIG plan which contains all relevant procedures.

Other Comments: Idea for Strengthening- Create a pamphlet for parents of 3rd grade students to distribute in late spring explaining the AIG referral and screening process. Also, ask student information system school coordinators to check for previous AIG services upon enrolling a new student in grade 3 or above.

Practice B

Employs multiple criteria for AIG student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional standardized measures that are based current theory and research.

This practice is a Maintained Practice for 2013-2016.

Rationale: Because of the multiple criteria already in place for student identification, this was designated as a maintained practice. Stokes County Schools uses the Multiple Indicators of Giftedness (Coleman and Gallagher, 1995; Coleman, 1996) as criterion. Indicators of a student's need for differentiation, based on his/her observable behavior, may be shown through the student's abilities in the following areas:

- Communication Skills- Highly expressive and effective use of words, numbers, or symbols
- Motivation- Evidence of desire to learn
- Humor- Conveys and picks up on humor well
- Inquiry/Curiosity- Questions, experiments, explores
- Insight- Quickly grasps new concepts; sees connections; senses deeper meanings
- Interests-Intense, sometimes unusual interests
- Problem Solving Ability - Effective, often inventive strategies for recognizing and solving problems
- Memory - Large storehouse of information on school or non-school topics
- Reasoning- Logical approaches to figuring out solutions
- Imagination/Creativity- Produces many ideas (Highly original)
- Intensity – Strength of reactions, responses, behaviors
- Sensitivity – Strong reactions to emotional stimuli

Additional methods of identification include high student achievement as shown by grades and standardized test scores, teacher, parent, or student recommendation, and anecdotal information.

Goals: This section does not need to be completed based on the chosen category of the practice.

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

Student Search

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.
3. Each school will receive referrals from teachers, parents, peers, or others including self-nomination for gifted educational services.
4. 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, LEP students will be tested in their first language to afford them an equal opportunity to be a part of the AIG program.

Stokes County Schools seeks to provide a continuum of services based on individual student interest or specific subject interests, abilities, and needs. No one single criterion of giftedness is used to identify students. Instead, multiple factors are taken into account to determine the service provided to gifted students. Observation of student, student performance, achievement, aptitude, interest, and motivation to learn are all indicators to be considered when deciding the service needs for students.

STUDENT PERFORMANCE

Indication of a student's demonstrated mastery may be shown through work samples, portfolios, grades or other authentic assessment strategies. In some cases, performance may be demonstrated outside the school area.

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). Achievement may also be reflected on criterion-referenced tests designed by teacher.

STUDENT APTITUDE

Indication of a student's capacity for learning involves reasoning, problem solving, memory, etc. Aptitude may be shown through standardized testing or 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 extra-curricular 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 these students, who have often been called "underachievers," an individual case study may be important to reflect the students' specific areas of need (Coleman and Gallagher, 1995).

PRIMARY CRITERIA (GRADES K – 3)

STAGE 1

Quality educational experiences available for all students

STAGE 2 - Three out of four must be met

- Teacher recognition with documentation
- Skill level documented through a Portfolio
- Student interest with sample documentation

- Task commitment as evidenced by teacher interview

STAGE 3 - Four out of five must be met

- Teacher recognition with documentation
- Skill level documented through a Portfolio
- Student interest with sample documentation
- Past or current academic performance
- Task commitment as evidenced by teacher interview

STAGE 4 - Six out of seven must be met

- Teacher recognition
- Skill level documented through a Portfolio
- Student interest with sample documentation
- Past or current academic performance
- Task commitment as evidenced by teacher interview
- Off grade level testing
- Individual case study (including intelligence and/or achievement testing)*if GERC committee is undecided about identification

ELEMENTARY CRITERIA (GRADES 4 – 5)

STAGE 1

Quality educational experiences available to all students

STAGE 2 - Four out of six must be met

- Teacher recommendation with anecdotal documentation
- Student interest with sample documentation
- Task commitment as evidenced by behavior scale and/or teacher interview
- Past academic performance (A-B grades)
- Aptitude in the 90th – 99th percentile range*
- End of Grade Test(s) in specific subject area(s) (90th -99th percentile range)*

Note: Stage 2 students may be served as pull-out or as cluster groups in the regular education depending upon enrollment; this decision will be made by the AIG instructor in consultation with school administration.

STAGE 3 – Five out of six must be met

- Teacher recommendation with anecdotal documentation
 - Student interest with sample documentation
 - Task commitment as evidenced by behavior scale and/or teacher interview
 - Past academic performance (A-B grades)
 - Aptitude in the 95th – 99th percentile range
 - End of Grade Test(s) in specific subject area(s) (95th -99th percentile range)
- STAGE 4- Seven out of eight must be met

- Teacher recommendation with anecdotal documentation
- Student interest with sample documentation
- Task commitment as evidenced by behavior scale and/or teacher interview
- Past academic performance (A-B+ grade average)
- Aptitude in the 98th – 99th percentile range
- End of Grade Test(s) in specific subject area(s) (98th -99th percentile range) (including intelligence and/or achievement testing)*if GERC committee is undecided about identification
- Off grade testing

MIDDLE SCHOOL CRITERIA (GRADES 6-8)

STAGE 1

Quality educational experiences available to all students

STAGE 2 - Five out of six must be met

- Teacher recommendation with anecdotal documentation
- Student interest with sample documentation
- Task commitment as evidenced by behavior scale and/or teacher interview
- Past academic performance (A-B grades)
- Aptitude in the 90th – 99th percentile range
- End of Grade Test(s) in specific subject area(s) (90th -99th percentile range)
- Individual case study (including intelligence and/or achievement testing)*if GERC committee is undecided about identification

STAGE 3 - Five out of six must be met

- Teacher recommendation with anecdotal documentation
- Student interest with sample documentation
- Task commitment as evidenced by behavior scale and/or teacher interview
- Past academic performance (A-B grades)
- Aptitude in the 95th – 99th percentile range
- End of Grade Test(s) in specific subject area(s) (95th -99th percentile range)

STAGE 4 - Seven out of eight must be met

- Teacher recommendation with anecdotal documentation
- Student interest with sample documentation
- Task commitment as evidenced by behavior scale and/or teacher interview
- Past academic performance (A-B+ grade average)
- Aptitude in the 98th – 99th percentile range
- End of Grade Test(s) in specific subject area(s) (98th -99th percentile range)
- Individual case study (including intelligence and/or achievement testing)*if GERC committee is undecided about identification
- Off grade testing

SECONDARY CRITERIA (GRADES 9 – 12)

STAGE 1

Quality educational experiences available to all students

STAGE 2- Four out of six of these must be met

- Teacher recommendation with anecdotal documentation
- Task commitment as evidenced by behavior scale and/or teacher interview
- Past academic performance (A-B grades)
- Aptitude in the 90th – 99th percentile range
- End of Course Test(s) in specific subject area(s) (90th – 99th percentile range and/or writing score 14-20)
- PSAT/SAT score of 400-520 in either verbal, and/or writing, or math

STAGE 3 - Five out of six of these must be met

- Teacher recommendation with anecdotal documentation
- Task commitment as evidenced by behavior scale and/or teacher interview
- Past academic performance (A-B grades)
- Aptitude in the 95th – 99th percentile range
- End of Course Test(s) in specific subject area(s) (95th – 99th percentile range and/or writing score 16-20)
- PSAT/SAT score of 530-650 in either verbal, and/or writing, or math

STAGE 4- Seven out of eight of these must be met

- Teacher recommendation with anecdotal documentation
- Task commitment as evidenced by behavior scale and/or teacher interview
- Past academic performance (A-B+ grade average)
- IQ in the 98th – 99th percentile range
- End of Course Tests in specific subject area(s) (98th – 99th percentile range and/or writing score 18-20)
- PSAT/SAT score of 600-800 in either verbal, and/or writing, or math

- Individual case study (including intelligence and/or achievement testing)*if GERC committee is undecided about identification
- Student interest with sample documentation

Planned Sources of Evidence: At the conclusion of each school year an annual review is conducted for each identified gifted student. Evidence of further eligibility is gathered into each student's AIG folder.

Other Comments: Ideas for Strengthening:

- Develop a process to identify potential AIG candidates from under served populations
- Create a uniform case study procedure
- Encourage cluster grouping of AIG students across no more than two classrooms in the grade level to better meet the social, emotional, and academic needs of AIG students
- One of the criteria for identification should include either aptitude test scores or EOG test scores

Practice C

Ensures AIG screening, referral, and identification procedures respond to traditionally 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.

This practice is a Focused Practice for 2013-2016.

Rationale: Stokes County Schools uses traditional standardized methods such as end of grade tests, end of course tests, CogAts, aptitude tests, and cognitive abilities tests. Because of the reliance on more traditional standardized methods, this was designated as a focused practice.

Goals: In the next three years Stokes County AIG personnel will identify and incorporate a research based, non-traditional, non-biased measure that will help identify giftedness, particularly among under served populations.

Description: Traditional

An indicator 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). Achievement may also be reflected on criterion-referenced tests designed by teacher.

An indicator of a student's capacity for learning involves reasoning, problem solving, memory, etc. Aptitude may be shown through an aptitude score or demonstrated abilities in the 90th to the 99th percentile range.

Planned Sources of Evidence: AIG specialists need to examine the K-Bit and other non-traditional standardized measures. Additionally, tests of giftedness and practice Cog-At tests will be evaluated and implemented if feasible. The testing and accountability director will evaluate the nonverbal section of the Cog-At for inclusion as an indicator for AIG identification.

Other Comments:

Practice D

Ensures consistency in implementation of screening, referral, and identification processes within the LEA.

This practice is a Focused Practice for 2013-2016.

Rationale: Stokes County Schools has few students from traditionally under-represented populations in its AIG programs. This is due, in part, to the low number of minority students enrolled in Stokes County Schools. However, there are also very few economically disadvantaged, Limited English Proficient (LEP), and twice exceptional students identified as AIG. Because of this, the AIG committee designated this as a focused practice.

Goals: Stokes County Schools will increase the percentage of culturally/ethnically diverse, economically disadvantaged, and ELL students screened for the AIG program by 10% over the next three years.

Description: Each school will develop a listing of students from diverse cultural and economic groups who show a high interest or performance potential in language and or math. The school level Gifted Education Review Committee (GERC) will review each student on the list against eligibility requirements for AIG. The GERC at each school will place increased emphasis on identifying students from traditionally under-represented populations. These populations include students who are culturally/ethnically diverse, economically disadvantaged, Limited English Proficient (LEP), highly gifted, and twice-exceptional. The school level GERC will review any anecdotal information, including teacher recommendation, grades in reading and/or math, or portfolios. Work and writing samples should also be considered. When appropriate, LEP students will be tested in their first language to afford them an equal opportunity to be a part of the AIG program.

It may be necessary to be less reliant on aptitude scores (90-99th percentile needed to qualify). Additionally, it will be necessary to increase reliance on teacher recommendation and anecdotal information such as grades and task commitment. Additionally, Stokes County's regular education teachers need professional development that focuses on identification of gifted students.

Planned Sources of Evidence: The Department of Public Instruction report on race and ethnicity will be used to document increased percentages of under-represented populations being included in the AIG program. Additionally, the director of testing and accountability can compile data concerning the number of economically disadvantaged students who participate in the Stokes County AIG Program.

Other Comments: Ideas for Strengthening- Develop a process at the school level to identify potential AIG candidates from under served populations. Create a uniform case study procedure and documentation. Cluster AIG students in regular education classrooms.

Practice E

Establishes written policies that safeguard the rights of AIG students and their parents/families, including informed consent regarding identification and placement, reassessment procedures,

transfers from other LEAs, and procedures for resolving disagreements.

This practice is a Focused Practice for 2013-2016.

Rationale: Stokes County seeks to ensure consistency in implementation of screening, referral, and identification processes within the LEA.

Goals: The AIG plan for 2007-2010 demonstrated a need for consistency in screening, referral, and identification processes. While there are minor differences from school to school are expected, standards should be fairly uniform in schools across the district as measured by a yearly audit of AIG referrals by the district AIG lead.

Description: School Committee

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 whenever the students enter Stokes County Schools or as soon as records have been received).

2. 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, and the gifted education specialist.

3. If further individual assessment is deemed necessary, a formal request will be made by the committee to the AIG district coordinator and special programs department. Testing will be completed within 90 days of the request.

Planned Sources of Evidence: Copy of AIG plan; summary of yearly audit findings

Other Comments: Ideas for Strengthening- District AIG coordinator should conduct periodic audits of referrals and placements to ensure consistency across the district.

Practice F

Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.

This practice is a Maintained Practice for 2013-2016.

Rationale: Written policies and procedures were put into place when the 2007-2010 plan was written. These policies and procedures addressed informed consent, reassessment, and procedures for resolving disagreements. Additionally, students who fall below qualifying requirements are placed on

probation rather than being removed from the program. This procedural safeguard allows students who may not do well in a specific class or on an EOG have the opportunity to reaffirm that they belong in the AIG setting(s). When students are placed on probation, the parent or guardian is notified. Additionally, the student on probation should be told why he/she is on probation and the criteria that must be met to exit probationary status. The placement and annual review processes are highlighted below as demonstrations of parent notification and procedural safeguards.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: 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. 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 and parent
7. Parent signs for agreement of options and permission for placement
Annual Review

During each school year, the GERC 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, 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 applicable Writing Test scores.
2. The teacher providing the differentiated service will provide communication concerning observed behaviors which include:
 - student performance-demonstrated mastery through work samples, portfolios, etc.;
 - student interest-focus area shown through formal interest inventory, informal interview, or documentation of student's particular passion;
 - student motivation to learn-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:

- inviting the parent and student in for a conference to determine continued need for services;
- amending the DEP if deemed necessary;
- placing the student on probation for a period of time no longer than a year but no less than 9 weeks; (Following the probationary period, the GERC will either take the student off probation or exit him/her from the program.)
- exiting the student from the program if differentiated services are no longer appropriate.

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 to increase 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.

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 parents will be notified of the date of the meeting in writing.

LEVEL II – Administrative Review

If the disagreement is not resolved at the school site, the parents(s) may appeal in writing, within 10 days of the school site decision, to the AIG District Coordinator, the gifted education specialist, 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 parents 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 parents.

Planned Sources of Evidence: Copy of AIG plan which contains relevant procedures.

Other Comments:

Standard 2: 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.

This practice is a Maintained Practice for 2013-2016.

Rationale: All personnel in Stokes County Schools are required to implement the Common Core and Essential Standards daily. AIG specialists use the standard course of study as their guide for planning lessons.

However, as seen in the description below, the standard course of study is the beginning point for lesson development. Stokes County Schools' AIG specialists will maintain the practice of adapting the standard course of study to meet the needs of gifted learners.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Though the standard course of study with Common Core and Essential Standards is a guide as to what to teach, AIG specialists adapt this document to meet the varied interests and abilities of AIG students. In many cases, AIG specialists offer enrichment above and beyond the grade level standards. They do this by providing differentiated instruction, student choice, collaboration, enrichment through drama and music, assignments where students are allowed and encouraged to show their creativity, higher level reading, writing, and math, and a variety of other strategies. Additionally, AIG specialists also utilize curriculum compacting. This is modifying or streamlining of the regular curriculum in order to eliminate previously mastered material, upgrade the level of the regular curriculum, and provide time for enrichment and/or acceleration while ensuring mastery of the basic skills.

Planned Sources of Evidence: All teachers compile lesson plans. Additionally, administrative walkthroughs provide evidence of enrichment.

Other Comments:

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.

This practice is a Maintained Practice for 2013-2016.

Rationale: In Stokes County Schools AIG specialists challenge all students by teaching them to use higher order thinking skills.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: AIG students receive enrichment, and in many cases, accelerated curriculum. AIG students complete projects that allow them to use their natural creativity. Additionally, when these students reach high school they can opt to enroll in honors and advanced placement courses. These types of courses provide an extension of the Common Core and Essential Standards and acceleration not seen in regular education courses. Also, these students may receive technology training, access to advanced content, independent study contracts, computer-based instruction, distance learning, and independent coursework. Because of these things, this was designated as a maintained practice.

Planned Sources of Evidence: Lesson plans, administrative walkthroughs, teacher observations using the new teacher evaluation instrument.

Other Comments:

Practice C

Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.

This practice is a Maintained Practice for 2013-2016.

Rationale: In Stokes County Schools, one can see diverse and effective practices evident in daily lessons. Central office and school-level personnel constantly strive to train teachers to differentiate instruction. Additionally, AIG and regular education teachers will continue to receive training in understanding learning styles and structuring lessons to meet students' varied learning needs.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: AIG specialists incorporate differentiated instruction, project agreements/contracts, presentations(both individual and group), various technologies, technology training, independent study/investigations, distance learning, centers, computer based instruction, enrichment units of study, tiered lesson planning, and other instructional practices. Additionally, our students have access to advanced content and/or courses.

Planned Sources of Evidence: Staff development calendar for Stokes County Schools. Teacher enrollment data from Central Info workshop registration. Teacher sign-in sheets from professional development.

Other Comments:

Practice D

Fosters the development of 21st century content and skills by infusing the following at an advanced level: high-level content for global awareness, civic and economic literacies, and health awareness;

critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems, and operations in challenging research contexts; creativity and innovation; real-world learning in local, regional, and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.

This practice is a Maintained Practice for 2013-2016.

Rationale: AIG students are exposed to a variety of supplemental resources during daily lessons

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: These resources include more challenging texts, creation of multimedia projects and exposure to advanced technology, group projects, challenging questioning and discussion, and multi-levelled problem solving.

Planned Sources of Evidence: Teacher observations using the new teacher evaluation instrument. Administrative walkthroughs.

Other Comments: Ideas for Strengthening- Add link <http://www.ncagt.org/> to all school websites

Practice E

Uses on-going assessment to differentiate classroom curriculum and instruction.

This practice is a Maintained Practice for 2013-2016.

Rationale: In Stokes County Schools the focus is on 21st century skills, along with greater levels of communication and collaboration. There has been a greater focus at the high school level as some teachers have had specific training by participating in a "21st Century Learning" seminar. Also, at the high school level honors and advanced placement instructors implement most of the points in this practice. Additionally, many teachers at all levels encourage critical thinking and problem solving by incorporating deductive reasoning, simulations, or role playing. Additionally, Race to the Top funds will help Stokes County Schools more fully implement this practice by providing for the necessary technological infrastructure

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Lessons incorporate more higher order thinking skills, problem solving, communication and collaboration as well as increased use of technology as required by the new Common Core and Essential Standards

Planned Sources of Evidence: Teacher observations using the new teacher evaluation instrument. Administrative walkthroughs. Formative assessment data

Other Comments:

Practice F

Creates affective curricular and instructional practices which support the social and emotional needs of AIG students.

This practice is a Maintained Practice for 2013-2016.

Rationale: Uses on-going assessment to differentiate classroom curriculum and instruction. Data from assessments is used to guide classroom as well as district curriculum and instruction decisions.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Teachers use formative and summative assessments. All students in grades three through high school are assessed using a district on-line benchmarking tool and other types of formative assessments. Additionally, students in the lower grades are assessed using our locally developed K-2 assessments.

Assessment results are used to drive instructional decisions. Non-proficient students are remediated. Proficient students are challenged with more rigorous or advanced assignments. By assessing frequently, teachers are able to determine which students should be taught an accelerated curriculum and which should receive further instruction.

Planned Sources of Evidence: Copies of assessments and assessment data.

Other Comments: Ideas for strengthening- increased use of pre and post assessments

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Stokes County's AIG students are taught in environments that are conducive to learning. Students are taught, for the most part, in small settings where their individual needs can be met. Stokes County Schools seeks to continue to be able to teach our students in this type of environment where students are viewed as individuals and teachers seek to meet their individual social and emotional needs. For this reason, this is designated as a maintained practice.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: In many schools AIG students receive substantial amounts of small group and individualized instruction. The AIG program seeks to nurture the unique learning styles of individual students through the multiple intelligence approach using a variety of methods and materials which develop not only cognitive skills but the affective domain and emotional intelligences as well.

Also, Stokes County Schools understands that gifted students require socio-emotional counseling

services provided by persons who have specific training in the characteristics and socio-emotional needs (underachievement, multi-potentiality, perfectionism, peer interaction, parental pressure, etc) of diverse gifted learners. As such, programs are being implemented at each level to ensure these needs are met.

Planned Sources of Evidence: AIG class rosters, teacher observations and classroom walkthrough documentation.

Other Comments: Ideas for Strengthening- Schedule AIG students to meet with school counselors at least once per semester to address their unique social and emotional needs

Practice H

Ensures collaboration among AIG personnel and other professional staff, including exceptional children's personnel and others related to AIG students, to develop and implement differentiated curriculum and instruction.

This practice is a Focused Practice for 2013-2016.

Rationale: The Academically/Intellectually Gifted Education Program in the 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 in language and/or math should be grouped together for instruction in either language and/or math within the regular classroom. The formal identification process for the AIG program begins in the third grade with placement beginning in the fourth grade.

Goals: All teachers, including those who teach K-3 students, will receive training in differentiation of instruction for students with greater academic abilities.

Description: At least one professional development session annually will be focused on differentiation for the gifted. Training for regular education teachers will also include how to identify giftedness in students beyond the standardized measures that are currently used.

Planned Sources of Evidence: Professional development agendas, online registrations for differentiated professional development.

Other Comments:

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 students, such as a Differentiated Education

Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, a continuum of services, and support school transitions.

This practice is a Focused Practice for 2013-2016.

Rationale: In Stokes County Schools elementary AIG specialists are shared between two schools. In these situations the specialists are often not in the schools every day. This makes collaboration with regular education and exceptional children's teachers difficult. This is designated as a focused practice for this reason. However, collaboration is easier for middle and high school teachers because they do not have to travel between schools. At the secondary level, teachers do collaborate concerning strategies and innovations.

Goals: Stokes County AIG specialists will collaborate with regular education and exceptional children's teachers to develop and implement differentiated instruction.

Description: All teachers will be provided with information or training on how to differentiate. Additionally, AIG specialists will serve as resources for regular education and exceptional children's teachers.

Planned Sources of Evidence: Sign-in sheets/minutes from grade level/PLC meetings will serve as evidence of collaboration.

Other Comments:

Standard 3: 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.

This practice is a Focused Practice for 2013-2016.

Rationale: Employs an AIG-licensed educator(s) to guide, plan, develop, implement, revise, and monitor the local AIG program.

Goals: All AIG instructors will become fully certified by the summer of 2015.

Description: As necessary, AIG instructors will complete coursework to earn full AIG certification.

Planned Sources of Evidence: Transcripts and copy of teaching license.

Other Comments:

Practice B

Ensures that AIG-licensed specialists are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

This practice is a Maintained Practice for 2013-2016.

Rationale: Ensures that AIG specialists are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: To ensure AIG specialists are meeting the various needs of gifted learners, principals and assistant principals observe teachers annually and conduct classroom walkthroughs and snapshot visits. Additionally, the AIG coordinator consults with principals throughout the school year to ensure that AIG specialists are meeting the needs of gifted learners.

Planned Sources of Evidence: AIG specialist licensure data. Lesson plans created by AIG specialists.

Other Comments:

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, exceptional children's personnel, counselors, and school administrators.

This practice is a Focused Practice for 2013-2016.

Rationale: Once AIG teachers become fully certified there is minimal professional development geared towards AIG. Most AIG teachers attend professional development with regular education teachers. While there is nothing inherently wrong with this professional development, it often does not address the needs of gifted learners. Also, there are no specific requirements for exceptional children's teachers, counselors, and administrators in relation to AIG.

Goals: All elementary and middle school AIG teachers of stage III and IV students will pursue AIG certification. All other teachers who work with AIG students, including classroom teachers, exceptional children's personnel, counselors, and school administrators will participate in annual professional development concerned with meeting the learning and/or emotional needs of gifted students.

Description: Preparation of Personnel and Professional Development

The primary determinant in assigning personnel to work with gifted learners will be the ability to meet the needs of those learners. Personnel who work with Stage III and IV gifted learners must pursue state licensure in gifted education. Coursework for full state licensure must be obtained by affiliating with a regionally accredited college or university. Courses should include training in identification, characteristics, differentiation, methods, and materials for gifted learners. The district will provide professional development opportunities in best practices and strategies for differentiation for personnel who work with Stage I and II gifted learners because these students should be served by professionals who are continually trained in gifted education. Teachers should receive specialized preparation in gifted education through ongoing professional development. This training should keep current the teacher's expertise in differentiating content and the instructional methods required to meet the needs of gifted learners.

The differentiation component of the new teacher's evaluation instrument will be an area of focus. The committee would like very much to see teachers use differentiated strategies, not just with gifted learners, but with all students.

Planned Sources of Evidence: Sign-in sheets, online registrations, and CEU reports.

Other Comments:

Practice D

Places AIG students in general education classrooms with teachers who have met the LEA's

professional development requirements for that position or have earned an AIG add-on license.

This practice is a Maintained Practice for 2013-2016.

Rationale: Personnel who work with stage III and IV gifted learners must pursue state licensure in gifted education . Stokes County Schools will continue to maintain the practice and provide funding in order that AIG teachers have proper credentials and certification.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Coursework for full state licensure must be obtained by affiliating with a regionally accredited college or university. Courses should include training in identification, characteristics, differentiation, methods, and materials for gifted learners. The district will provide professional development opportunities in best practices and strategies for differentiation for personnel who work with Stage I and II gifted learners.

Gifted learners should be served by professionals who are continually trained in gifted education. Teachers should receive specialized preparation in gifted education through ongoing professional development. This training should keep current the teacher's expertise in differentiating content and the instructional methods required to meet the needs of gifted learners.

Planned Sources of Evidence: AIG specialist licensure data.

Other Comments:

Practice E

Aligns professional development with local AIG program goals and other district initiatives.

This practice is a Maintained Practice for 2013-2016.

Rationale: Aligns professional development with local AIG program goals and other district initiatives.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Gifted learners should be served by professionals who are continually trained in gifted education. Teachers should receive specialized preparation in gifted education through ongoing professional development. This training should keep current the teacher's expertise in differentiating content and the instructional methods required to meet the needs of gifted learners.

Planned Sources of Evidence: Professional development offerings found on the workshop calendar on Central Info. Additionally, sign-in sheets will be kept of all AIG focused professional development offerings.

Other Comments:

Practice F

Aligns professional development opportunities with state and/or national teaching standards and best practices in gifted education, including 21st century skills and content at advanced levels.

This practice is a Maintained Practice for 2013-2016.

Rationale: Aligns professional development opportunities with state and/or national teaching standards, including 21st Century Skills and content at advanced levels.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: There is a professional development offerings calendar that all teachers have access to in order to enroll in offerings that best meet their needs and the needs of their students. Additionally, Stokes County Schools is a member of the Piedmont Triad Education Consortium, and as such, its teachers, including AIG specialists, have access to high quality professional development presented by nationally known speakers.

Planned Sources of Evidence: Professional development offerings calendar found on Central Info. Piedmont Triad Education Consortium calendar. Annual AIG conference

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: Stokes County Schools recognizes that this is an area of focus. It is often difficult for AIG specialists to collaborate with other teachers to plan and implement strategies because many AIG teachers serve more than one school.

Goals: Quarterly elementary AIG specialists meetings will be held.

Description: Meetings may be held during elementary and middle school professional development sessions. AIG specialists can meet and then break into small groups. This will be facilitated by the AIG coordinator or designee.

Planned Sources of Evidence: Online registrations and sign-in sheets. Minutes from AIG meetings

Other Comments:

Standard 4: 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 AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all grade levels and settings.

This practice is a Maintained Practice for 2013-2016.

Rationale: Stokes County Schools offers AIG resources in reading and math to students in grades 3-8. Once students reach high school they can enroll in honors, honors AIG, and advanced placement courses.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: 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 are based on Treffinger's model of All, Some, Many, and Few (Maker and Nielson, 1995). The organizational pattern utilizes common grade span groupings identified at the primary, elementary, middle, and secondary levels.

Stage 1 students are all individuals who need a challenging program that includes opportunities for them to develop their abilities, skills, and talents. Gifts and talents in all students are nurtured to spark their interests. These needs are addressed in the regular 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 in-class flexible 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 include grade skipping, independent study contract, mentorships, or advanced technology training.

Detailed information on Service Delivery Options are outlined for each level: primary, elementary, middle, and secondary. Offering program options to meet student's individual needs provides a comprehensive, challenging program.

In terms of counseling/advisement, at the elementary level, gifted students will receive group advisement on character education issues that are specific to their aforementioned needs. Individual counseling will be provided as needed, with particular focus on those gifted students who are underachieving.

At the middle school level, counselors support the AIG population. In sixth and seventh grades,

these meetings will focus on socio-emotional needs. In eighth grade, these meetings will focus on socio-emotional needs as well as college and career planning. Counselors and high school gifted education specialists will acquaint students and parents with the service delivery options available for AIG students in high school. Parents will have the opportunity to schedule an individual meeting at this time if they would like to discuss their child in more depth.

At the high school level, students will also meet with applicable staff in order to update/refine their college and career plans. The gifted students will be encouraged to begin the college search process at an earlier time than their peers.

With these programs in place, it is the hope of Stokes County Schools that our diverse gifted learners will be able to use their gifts to their fullest potential.

Planned Sources of Evidence: Class rosters generated through the current student information management system

Other Comments:

Practice B

Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.

This practice is a Focused Practice for 2013-2016.

Rationale: The AIG committee would like to see similar advanced courses offered at all Stokes County high schools. The committee recognizes that the same number of classes cannot be offered, but would like to see similar course offerings at all high schools.

Goals: Students in all Stokes County schools will have access to similar and equitable programs, resources, and services.

Description: Scheduling decisions need to reflect a commitment to offering the programs, courses and services that meet the needs of gifted students in all grade spans at all schools. The primary determinant in assigning personnel to work with gifted learners will be the ability to meet the needs of those learners. Personnel who work with Stage III and IV gifted learners must pursue full state licensure in gifted education. Coursework for full state licensure must be obtained by affiliating with a regionally accredited college or university. Courses should include training in identification, characteristics, differentiation, methods, and materials for gifted learners. The district will provide professional development opportunities in best practices and strategies for differentiation for personnel who work with Stage I and II gifted learners.

Gifted learners should be served by professionals who are continually trained in gifted education. Teachers should receive specialized preparation in gifted education through ongoing professional development. This training should keep current the teacher's expertise in differentiating content and the instructional methods required to meet the needs of gifted learners.

PRIMARY SERVICE DELIVERY OPTIONS

1. In-class flexible grouping
2. Classroom centers

3. Cluster grouping
4. Curriculum compacting
5. Cross Age/Multi Age Class: Students in this group would be placed based on similar needs, abilities, or interests.
6. Advanced Technology Training
7. Independent study: Students involved in an independent study may be working toward acceleration or enrichment.
8. Grade/Class skipping:

ELEMENTARY SERVICE DELIVERY OPTIONS

1. In-class flexible grouping
2. Classroom centers
3. Enrichment Units or Clusters
4. Cluster grouping
5. Curriculum compacting
6. Part-time class: Students would be given instruction through homogeneous grouping by subject and/or interest at some time.
7. Cross Age/Multi Age Grouping: Students in this group would be placed based on similar needs, abilities, or interests.
8. Advanced technology training
9. Independent study: A mentor would be assigned to assist with this project.
10. Grade/Class skipping

MIDDLE SCHOOL SERVICE DELIVERY OPTIONS

1. In-class flexible grouping
2. Cluster grouping
3. Enrichment clusters: These are groups of students who share the same interests. These groups can cross grade levels.
4. Curriculum compacting
5. Cross-grade grouping
6. Subject skipping (Course Acceleration).
7. Grade skipping
8. Special school: Parents may choose to access special schools, at their own expense, located throughout the state for their individual student.
9. Shadowing Program: Student shadows an individual whose career correlates with student interest.

SECONDARY SCHOOL SERVICE DELIVERY OPTIONS

1. Honors courses
2. Advanced placement courses
3. Telescoped courses: Telescoped courses are compacted into an abbreviated time period. The scope and sequence remains the same as a traditional course, but the content is covered at a faster pace. Telescoping is an appropriate way for highly gifted students to complete their school program in less time and to enter college sooner.
4. Distance learning: Courses are available through the satellite network. Students get instruction through television broadcasts and interact with the instructor during class by telephone.
5. Independent study
6. Dual enrollment: Dual enrollment allows students to be enrolled in high school and college at the same time. (At parents' expense)
7. Early entrance: Exceptional students may enter college early. An individual case study will

determine whether a student is eligible for this option.

8. Computer-based instruction and Telecommunication: Computer-based instruction can be used for enrichment and remediation.

Planned Sources of Evidence: Course of study handbooks for high schools; AIG teacher schedules

Other Comments:

Practice C

Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.

This practice is a Maintained Practice for 2013-2016.

Rationale: It is important that gifted education be an integral part of the Stokes County Schools system-wide initiatives. System initiatives for high student achievement, quality personnel and advanced technologies are as follows:

- High standards required for all students
- System-wide curriculum aligned grades K through 12
- Effective instructional delivery systems used to teach all students
- Continuous improvement achieved in student performance
- Personnel care for students' needs – intellectual, social, emotional, and physical
- Professional development will support high performance for all employees
- Advanced technologies installed and used

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Gifted goals and objectives correlate and support the system's initiatives. Both the gifted program and the system are focused on meeting students' academic needs, increasing their technological skills, and increasing their performance in a safe environment where teachers are highly qualified.

Planned Sources of Evidence: Copy of AIG plan, copy of policy manual.

Other Comments:

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.

This practice is a Maintained Practice for 2013-2016.

Rationale: Each summer the AIG coordinator meets with principals to provide them with any updates concerning the local AIG plan. Listed below are the steps taken each year to ensure all staff are informed.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: • In early fall, the district coordinator will meet with administrators to review the Stokes County Academically or Intellectually Gifted Education Plan and review the responsibilities of teachers at their schools.

- The district coordinator will schedule a meeting at the beginning of the year with gifted education specialists to review the Screening and Annual Review processes.
- All teachers should be aware of the nature and needs of gifted students as well as appropriate instructional strategies. Professional development in these areas will be held at least once a year.
- School personnel (regular classroom teacher and gifted education specialist) should have collaborative planning time to prepare for the differentiated education of gifted learners at least once every nine weeks. During this meeting, lesson plans, materials and curriculum will be discussed in relationship to the program goals as well as student needs and interests.

Planned Sources of Evidence: Agenda from meetings with school administrators and AIG specialists.

Other Comments: Ideas for Strengthening- Create a brochure to be distributed each spring that better informs administrators, teachers and parents about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: AIG specialists need to hold a transition meeting annually with receiving schools AIG specialists to ensure continuation of services.

Goals: Elementary, middle, and high school AIG specialists in each attendance district will meet annually. One area of discussion will be identification procedures.

Description: The AIG teachers will discuss identification procedures and the continuation of services as students move through each tier.

Planned Sources of Evidence: Sign in sheets/agendas from the meetings.

Other Comments:

Practice F

Ensures collaboration and involvement among regular education teachers, exceptional children's teachers, other specialists, instructional staff, parents/families, and administrators to provide differentiated programming and services.

This practice is a Focused Practice for 2013-2016.

Rationale: Stokes County's AIG specialists collaborate with regular education teachers and exceptional children's teachers inconsistently. In some schools collaboration happens frequently, while in other schools it is infrequent. There is collaboration and communication between AIG specialists and parents, though the amount of both tends to decrease as the students age.

Goals: Gifted specialists will collaborate regularly with regular education and exceptional children teachers to provide differentiation advice and ideas, particularly for twice exceptional students.

Description: As part of the AIG plan, gifted specialists should serve as a resource for regular education and exceptional children's teachers in each school. Gifted specialists should provide advice on differentiation, clustering, higher level assignments, choice, and other topics relevant to gifted education.

Planned Sources of Evidence: Walkthrough forms, teacher observations and evaluation instruments.

Other Comments:

Practice G

Ensures that school counseling personnel, regular education teachers, AIG specialists, parents/families, and others collaborate to address the social and emotional needs of AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale: Elementary schools share counselors and AIG specialists and, as a result, communication suffers.

Goals: Counselors will meet with AIG students once per semester to assess and support their unique social, emotional, and academic needs.

Description: In the Stokes County Schools, regular education teachers, AIG specialists, and counselors have specific responsibilities in relationship to the program and its students. These are spelled out below. Included in these responsibilities is the assurance that each person has a responsibility to help meet the needs of our gifted learners.

Gifted Education Specialist:

- Helps plan and model instructional strategies
- Helps school staff select appropriate curriculum and materials
- Works with site GERC to select students with gifted potential

- Serves as a resource for staff, students, and parents
- Meets state and local requirements for employment. A minimum undergraduate degree with teaching certification is required at the elementary, middle, or secondary levels. Additional certification or a degree in gifted education is also required
- Provides direct instruction to students

Classroom Teacher:

- Collaborates with the gifted education specialist to provide differentiated curriculum for students with gifted potential
- Participates in staff development on the gifted learner
- Initiates enrichment activities for gifted learners
- Is aware of characteristics of giftedness

School Counselor:

- Helps student and parents with academic guidance and planning
 - Provides counseling for students in need
 - Helps student with career planning
- Serves on the GERC committee

Planned Sources of Evidence: Guidance department documentation.

Other Comments:

Practice H

Articulates and implements a process for accelerative instructional and placement options when an appropriate body-of-evidence indicates that such a practice is warranted for an individual gifted learner.

This practice is a Focused Practice for 2013-2016.

Rationale: In Stokes County Schools, high school students are allowed to take college courses while still in high school and they are allowed to graduate early. At the elementary and middle school levels there is core subject area and grade acceleration. The service delivery plan outlines options for meeting the needs of individual learners. However, many of these options are used sparingly.

Goals: Stokes County Schools will be more comprehensive in its determination of appropriate service delivery options for unique learners at all grade spans.

Description: These options may include but is not limited to cluster grouping, advanced and/or honors courses, grade skipping, shadowing experiences, North Carolina Virtual Public High School, compacted curriculum.

Planned Sources of Evidence: Student schedules generated by the current student information system; 4 yr plans; student scholastic records

Other Comments:

Practice I

Provides intentional services for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

This practice is a Focused Practice for 2013-2016.

Rationale: In Stokes County Schools the AIG population is homogenous. Based on data from 2008-2009, just over 98% of AIG students were white, while 0.6% were Hispanic, 0.4% were black, 0.1% were Asian, and 0.1% were multiracial. This trend has varied very little over the life of the AIG plan. This data mirrors the student population as a whole in Stokes County. However, a sizable percentage of students are identified as economically disadvantaged. The percentage of economically disadvantaged students identified as AIG is low when compared to this particular population as a whole.

Goals: Each school will increase by 10% the number of students in the aforementioned under-represented populations screened for AIG services annually.

Description: A concerted effort will be made to screen LEP, black, economically disadvantaged, and twice exceptional students as these are the only subgroups with significant numbers of students in the district.

Planned Sources of Evidence: Roster of AIG classes; referral and screening records at individual schools.

Other Comments:

Practice J

Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale: AIG students are encouraged to participate in extra-curricular activities such as math fairs, Envirothon, Junior Honor Society/Beta Club, Math Stars, science fairs, Science Olympiad, the Duke TIP program. Math Counts, Odyssey of the Mind, and Battle of the Books. However, there are no extra-curricular programs specifically for AIG students. Some schools take AIG students on AIG-specific field trips.

Goals: Identify and make available two or more extra-curricular activities that meet the needs of gifted students

Description: The two extra-curricular activities for gifted learners who have been identified as AIG

8/8/2013

will not be exclusionary to other students, but should provide sufficient academic and mental challenges for those who choose to participate.

Planned Sources of Evidence: Schedule of planned events/opportunities

Other Comments: Idea for Strengthening- Increase the number of district sponsored activities that meet the needs of gifted learners.

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 and the community that are intentional and meaningful to support the academic, intellectual, social and emotional needs of AIG students.

This practice is a Maintained Practice for 2013-2016.

Rationale: There is regular communication between gifted learners' parents and Stokes County Schools' AIG specialists. Additionally, AIG specialists conduct annual reviews concerning each child. Parent meetings are held yearly. Parents/guardians are a valuable source of information when determining gifted services for the students and will continue to be consulted frequently. For this reason, this is designated as a maintained practice.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: It is the intent of those involved in the gifted education program to pursue an active partnership with parents, businesses, and community groups. We believe that businesses and community groups can offer support and guidance in creating a viable mentorship and internship program for gifted students. An active parents' group can offer support as well as provide advocacy for gifted students' educational needs. The district coordinator for gifted education will oversee all areas of the program. However, it will be 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:

- Development of mentorship, shadowing, and internship programs
- Development of an electronic newsletter
- Classroom teachers will communicate with school communities and parents through Open House, conferences, and Curriculum and Parent Nights
- Development of school counselors who will assist students and provide support to families of gifted students through meetings held each semester.

Various audiences will be targeted in the parental and community involvement component. Business groups will be utilized as resources for mentorships, internships, and as speakers. Parents will be involved with their own child's Differentiated Education Plan (DEP).

Planned Sources of Evidence: Students' AIG folders show evidence of annual reviews and parent communication.

Other Comments:

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.

This practice is a Maintained Practice for 2013-2016.

Rationale: Stokes County Schools' AIG plan can be found online on the school system website and copies are available at each school. The AIG plan, goals, and paperwork were shared with AIG specialists from each school. AIG brochures are also available at schools.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The AIG plan is available at each school and can be accessed from the school system's website. Additionally, the AIG plan is shared with potential AIG students' parents as the identification process takes place and discussions are held as to which services most appropriately meet the needs of the students.

Planned Sources of Evidence: School system website; brochures

Other Comments:

Practice C

Involves stakeholders, reflecting the diversity of AIG parents/families and the community, in the development, implementation, and monitoring of the local AIG program and plan.

This practice is a Maintained Practice for 2013-2016.

Rationale: Parents serve on the current AIG plan committee, as they have previously. These parents represent the elementary, middle, and high school tiers as well as the three attendance zones in Stokes County Schools. The stakeholders that represent the individual tiers and attendance zones represent the lack of diversity of the local AIG program. However, an effort will be made to include parent representatives from diverse student populations when the AIG committee meets in the spring to review the program. Additionally, as more students from historically underrepresented populations are identified, the AIG committee will change to reflect the diversity of the student population.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The AIG plan revision committee membership demonstrates representation from all three districts, all three tiers, as well as teachers, administrators, and parents.

Planned Sources of Evidence: Attendance rosters at committee meetings.

Other Comments:

Practice D

Informs parents/families and the community of opportunities available to AIG students on an ongoing

basis and in their native language.

This practice is a Focused Practice for 2013-2016.

Rationale: Stokes County Schools' AIG specialists make efforts to inform parents and families of various opportunities available to AIG students on an ongoing basis.

Goals: The AIG committee will increase its membership by one representative from each feeder district, with a focus on increasing representation by under-represented subgroups; this committee will distribute at least twice per school year information on opportunities for AIG students.

Description: Flyers and newsletters will be sent home regularly. There is already considerable communication via phone and email. Additionally, AIG specialists, like all other teachers in Stokes County Schools, regularly send home progress reports that sometimes include information about opportunities available to AIG students.

Planned Sources of Evidence: AIG flyers, newsletters, and copies of progress reports.

Other Comments:

Practice E

Forms partnerships with parents/families, institutions of higher education, local businesses and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

This practice is a Maintained Practice for 2013-2016.

Rationale: It is the intent of those involved with the gifted education program to pursue active partnerships with parents, businesses, and community groups.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: To ensure active partnerships with parents, a considerable amount of communication occurs between AIG specialists and parents. Additionally, classroom teachers communicate with school communities and parents through open houses, and conferences, and assist students in applying for Duke TIP, Summer Ventures, Boys & Girls State and other academic extra-curricular opportunities. Business groups are utilized as resources for mentorships, internships, and as speakers.

Planned Sources of Evidence: Parent contact logs. Volunteer logs.

Other Comments:

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 describing the local AIG program in accordance with state legislation and SBE policy, which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

This practice is a Maintained Practice for 2013-2016.

Rationale: Stokes County Schools personnel, including teachers and central office staff, along with parents from all areas of the county, have been working together over the past several months to develop a written AIG plan.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The plan is completed and approved by the board of education. It follows the template organization provided by the Department of Public Instruction and contains fourteen goals for improvement.

Planned Sources of Evidence: Agenda from AIG Plan Committee meetings. Copy of the AIG plan.

Other Comments:

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.

This practice is a Maintained Practice for 2013-2016.

Rationale: County Schools employs an AIG program coordinator who monitors the implementation of the local AIG program and plan.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The AIG coordinator meets and/or communicates regularly with AIG specialists in the schools to discuss identification, service options, and the total program. Additionally, the AIG coordinator attends regional roundtables to stay up to date on current AIG practices and requirements.

Planned Sources of Evidence: Copy of AIG plan.

Other Comments:

Practice C

Uses and monitors state funds allotted for the local AIG program according to state policy.

This practice is a Maintained Practice for 2013-2016.

Rationale: All AIG funds are spent appropriately to support salaries for AIG instructors.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The Stokes County Schools employs a curriculum director who also serves as AIG coordinator to monitor the AIG program. Additionally, AIG funds are monitored by the school system's financial officer.

Planned Sources of Evidence: Finance officer records.

Other Comments:

Practice D

Maintains, analyzes, and shares student performance growth and annual drop-out data for AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale: Student performance growth and annual dropout data for AIG students have been maintained by school personnel at individual school. Overall achievement data for AIG students as a collective group has not been shared publicly but this information has been shared with the AIG committee in the future.

Goals: Maintain accurate district records for AIG student proficiency, growth, course enrollment and drop-out data.

Description: EOG and EOC data as well as graduation rate data will be compiled and analyzed to assess the strengths and needs of the AIG program in Stokes County.

Planned Sources of Evidence: Student achievement data; graduation data; course enrollment data

Other Comments:

Practice E

Monitors the representation 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.

This practice is a Maintained Practice for 2013-2016.

Rationale: The representation and retention of under-represented populations has been monitored continuously.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Each year a report is compiled using this data. It is recognized, based on data from this report, that the AIG program does not have a large number of students from traditionally under-represented populations. However, as stated earlier in the plan, one of the goals for the next three years is to increase the percentage of students screened from these populations.

Planned Sources of Evidence: AIG headcount containing percentages of under-represented populations in Stokes County's AIG program.

Other Comments:

Practice F

Maintains current data regarding the credentials of personnel serving AIG students.

This practice is a Maintained Practice for 2013-2016.

Rationale: All gifted specialists serving stage III and IV students in grades 4-8 must have or currently be seeking AIG licensure according to the requirements as spelled out in the local AIG plan.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Current data is maintained by the personnel director. Grant funding is used to pay for course work for those needing to add certification in AIG.

Planned Sources of Evidence: AIG specialist licensure information from human resources department.

Other Comments:

Practice G

Forms an advisory group of community members, parents/families of AIG students representative of diverse populations in the program, teachers of the gifted, and other professional staff who meet regularly to review all aspects of the local AIG program and make recommendations for program improvement.

This practice is a Focused Practice for 2013-2016.

Rationale: The committee intends to collaborate at least annually to assess program quality.

Goals: An advisory group of parents, AIG specialists, teachers, and administrators will be formed to review all aspects of the local AIG program and AIG plan.

Description: The committee that includes representatives from our communities, parents/families, teachers, and other professional staff will be formed and will meet annually to review all aspects of the AIG program and to make recommendations for improvement.

Planned Sources of Evidence: AIG Committee meeting agenda

Other Comments:

Practice H

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

This practice is a Focused Practice for 2013-2016.

Rationale: Annual surveys will be prepared that will generate feedback on the quality and effectiveness of Stokes County Schools' AIG program.

Goals: Solicit and analyze feedback from annual surveys to assess program quality

Description: The committee will a sampling of survey students, teacher, administrators, and parents annually.

Planned Sources of Evidence: Survey results

Other Comments:

Practice I

Reviews and revises the local AIG program and plan based on multiple sources of data for continuous program improvement.

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG plan and program should be evaluated annually

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The AIG committee will meet annually to evaluate the program and progress towards goals. Specifically, the committee will review the program goals outlined in the AIG plan to determine progress. Additionally, the following things will be evaluated.

1. To evaluate annually the varied service delivery options that are available to meet the needs of

students identified in academic areas

2. To provide annually at least one professional development opportunity for all Stokes County Schools educators in the area of gifted education
3. 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
4. To evaluate annually the various components of the AIG program to facilitate continuous improvement
5. Efforts to increase annually the number of fully certified AIG teachers working with gifted students in grades K-12

Planned Sources of Evidence: The AIG committee will use stakeholder survey data, EOG and EOC test data, copies of course offerings, and student enrollment figures from advanced courses.

Other Comments:

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale: The current AIG committee intends to share relevant AIG program data annually.

Goals: Relevant AIG program data will be accessible to stakeholders annually.

Description: The school system will make available relevant AIG data such as subgroup proficiency rates, subgroup graduation rates, and summaries of annual survey data.

Planned Sources of Evidence: Publication of program evaluation data.

Other Comments:

Practice K

Protects the rights of all AIG students through policies, procedures, and practices.

This practice is a Maintained Practice for 2013-2016.

Rationale: Policies, procedures, and practices that protect the rights of all AIG students are in place.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Procedures for protecting student rights and resolving disagreements are outlined earlier in the plan. Specifically, however, no student may be dropped from the program without first going through a probationary period. Any student who is on academic probation will be monitored closely by the AIG specialist and regular education teacher to determine if probation is unnecessary

or if the student should be exited from the program.

Planned Sources of Evidence: School board policy manual and AIG plan.

Other Comments:

Glossary (optional):

Appendix (optional):

AIG IDENTIFICATION OF STUDENTS IN GIFTED EDUCATION.doc (*Appendix*)

AIG Survey Results.pptx (*Other Forms*)