

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

Approved by local Board of Education on: 04-JUN-13

LEA Superintendent's Name: Dr. Terry Griffin

LEA AIG Contact Name: Jency Speight

Submitted to NC Department of Public Instruction on: JUNE 28, 2013, 15:55:10

Revision Submitted to NC Department of Public Instruction on: JUNE 28, 2013, 15:55:10

Stanly 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, Stanly County Schools local AIG plan is as follows:

Stanly County Schools Vision for local AIG program: Stanly County Schools is dedicated to ensuring that the students of our system receive the very best education possible. It is our belief that gifted learners are a unique population, differing substantially from their age peers in abilities, interest, and psychological maturity. Furthermore, giftedness does not discriminate by age, gender, socioeconomic status, handicaps, or cultural differences, and given the opportunity, giftedness can be developed at any stage of a child's life. Therefore, we strive to provide an array of services to nurture and develop gifts and talents of students in grades K-12 through both the gifted and regular education programs. The services will reflect the unique needs of this population and are an integral part of our educational goals, which support excellence for all students.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$441394.00	\$165698.00	\$0.00	\$0.00

Table of Contents

<u>Standard 1: Student Identification</u>	3
<u>Standard 2: Differentiated Curriculum and Instruction</u>	11
<u>Standard 3: Personnel and Professional Development</u>	17
<u>Standard 4: Comprehensive Programming within a Total School Community</u>	22
<u>Standard 5: Partnerships</u>	29
<u>Standard 6: Program Accountability</u>	33

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: Stanly County Schools AIG program employs a three-step identification process that includes screening, referral/nomination and placement in appropriate differentiated service options. Information used in each of these phases guides the decision, regarding appropriate educational services for students. The screening or referral processes are designed to review the general population of students to see which ones may need further assessment and/or placement in the gifted program.

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

Description: The three step identification process is explained below.

1) Screening

Screening for the identification of potential candidates who may be in need of differentiated instruction provided by the AIG program will lead to the development of a pool of students. The screening pool will be taken to the school's Needs Determination Team (NDT) for further discussion and recommendations.

- All third and fifth grade students who do not currently have a cognitive ability test will be administered the CogAT, a standardized aptitude test, in November of each school year. Scores will be screened at the 90th percentile and above.
- The AIG specialist at each school site will review the End-of-Grade or End-of-Course standardized achievement test scores at the 90th percentile and above.
- The AIG specialist at each school site will receive referrals at the end of each quarter from teachers, parents, peers, or others, including self-nomination for differentiated services. Based on the referral, students may be administered a standardized aptitude test and/or achievement test upon parent/guardian consent.
- Each K-2 classroom teacher will use the TOPS (Teacher's Observation of Potential in Students) observation form to screen students for outstanding potential, including those from educationally vulnerable populations such as the culturally/linguistically diverse, economically disadvantaged, and children with disabilities. Students who show behavior in four or more of the nine domains listed will be added to the pool of students to be considered for differentiated services by the Needs Determination Team.

Information collected at screening should lead either to further assessment or to a decision that the student does not require differentiated services "at this time." Students may be placed on a "wait and

watch" list so that teachers can continue to observe them and collect work samples to see if further assessment is needed. If the decision is made that additional testing is needed, parents will be notified.

2) Referral/Eligibility Process

Students in the screening pool who may be eligible for services are referred for further assessment. Decisions must be made to determine if any specific differentiated services provided by gifted education are required. Decisions will be made using appropriate sources to ensure that an accurate appraisal of the students' needs has been reached. No single piece of information should prevent a student from consideration for services which are appropriate (i.e., a student who has outstanding grades in math and high math test scores should not be denied a placement in advanced math based on a low aptitude/IQ score). However, a single piece of information can indicate that differentiated services are warranted (i.e., an aptitude/IQ score or an individual assessment that is in the superior range is indicative of outstanding intellectual aptitude.) See Appendix D: Multiple Indicators of Giftedness.

3) Placement

Matching the student with the appropriate service delivery options is done using the criteria for placement specified for each option and the information collected about the student's needs during the screening and referral/eligibility process. Service options will be specified for each student and appropriate documentation will be completed by the AIG specialist assigned to the school site. NOTE: Screening and identification may and can be abbreviated if the student is exhibiting uniquely outstanding gifted characteristics recognized by the Needs Determination Team (NDT).

Planned Sources of Evidence: District and school websites

Faculty meeting agendas
Referral documentation
AIG plan
Screening logs

Other Comments:

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: Student identification will occur through the use of varied assessments and observation tools. The intent is to identify those students, including those from our underrepresented populations, who perform or show potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience or environment.

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

Description: AIG specialists will use varied indicators including aptitude scores, achievement scores, teacher checklists, observation forms, and/or student work included in portfolio documentation on the nomination form to provide an extensive picture of the student's ability. These indicators will facilitate the Needs Determination Team's (NDT) decision.

Planned Sources of Evidence: Nomination forms

NDT meeting minutes

Screening logs

TOPS forms (Teacher's Observation of Potential in Students)

Teacher recommendation forms

Parent nomination form

Student portfolio

K-2 guidelines for assessing performance form

Other Comments:

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 Maintained Practice for 2013-2016.

Rationale: Outstanding abilities are present in students from all cultural groups and across all economic strata. We will continue to use a variety of procedures to respond to the LEA demographics.

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

Description: Classroom teachers provide general screening and referrals for students in grades K-8 with the expectations of identifying students with recurring behaviors that indicate gifted potential. AIG specialists at each school maintain records of all students screened for AIG services each year. A copy of that record is sent to the district level coordinator of the gifted program and is analyzed and shared with system stakeholders. The AIG coordinator will meet with the guidance department at each high school within the county to explain screening, referral and identification procedures for high school students. Identification of gifted students is determined by qualifying data in one of four different pathways (see form 100.0: Multiple Criteria Pathways). The four pathways allow the Needs Determination Team to recognize and respond to multiple indicators of giftedness and not to rely solely on standardized test data. Other indicators include class performance, teacher and/or parent observation, and student portfolios.

Planned Sources of Evidence: Test results

AIG plan

Nomination form

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Outstanding abilities are present in students from all cultural groups, across all economic strata and in all areas of human endeavor. Identify a variety of procedures to respond to LEA demographics.

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

Description: AIG specialists of Stanly County adhere to established standards for identification of gifted students, and consistency is followed to ensure fair and equitable placement. The NDT considers the four pathways of criteria used for placing students in the AIG program.

The responsibilities of the NDT are:

- (1) To guide the school in expanding opportunities for AIG students and to help plan for total school improvement.
- (2) To make recommendations on student placement, based on criteria, to ensure appropriate student to service matches.
- (3) To communicate components of the program to school and community and provide opportunities for staff development and parent training.
- (4) To assess and evaluate the program and progress of AIG students and document the effectiveness of the Gifted Education Program at the school level.

The gifted program specialists at each K-5 and middle school and a guidance counselor at each high school will serve as chairperson for the school's Needs Determination Team. The NDT usually consists of at least five members and may include the principal, assistant principal or principal designee, school guidance counselor, AIG specialist (chairperson), and one or more classroom teachers.

The Needs Determination Team Decision Making Process:

Within any decision making process, it is important that each member of the NDT understand fully the steps to making a well grounded and documented decision. The following steps indicate the structure used when determining if a student is demonstrating a need for differentiated services within the gifted education program. It is important that the referring teacher be present during the completion of the nomination form. This collaboration allows the team to receive input from the person who knows the child best in the school setting.

Step 1. Teacher(s) Rating:

By using the Gifted Behavior Teacher Recommendation Form, classroom teachers can rate each student referred. The team should total the ratings in order to convert this scale to an indicator of

need for differentiation. The following conversion chart should be used:

Recommended: 100-120 points

Recommended with Reservations: 80-99 points and requires anecdotal commentary from teacher(s)

Not Recommended: less than 80 points

STEP 2. Review of Available Standardized Test Scores:

The team examines available standardized assessments to determine the level of need for the student. CogAT, OLSAT, ITBS, NNAT, EOG, EOC, or the results of other standardized tests less than one year old should be examined. For students who do not have available scores, the school AIG teacher or district coordinator may administer an aptitude and/or achievement test with the written permission of a parent or guardian. Students in grades K-2 must receive 98% on the verbal, quantitative or composite score of the CogAT to be eligible for gifted services. If a student receives a 90%+ on the CogAT the ITBS may be given. The student must receive 98% on ITBS to be eligible for gifted services.

STEP 3. Review of Student's Performance:

This step involves a review of the student's performance within the classroom. Grade averages in the curricula areas of mathematics and reading/language arts should be examined along with any other indicators of need.

STEP 4. Student Observation:

The team may decide that a written observation of the student should be obtained. (K-2 teachers submit their TOPS form). The teacher observes the student for characteristics indicative of potential ability. When this is completed, the teacher returns the observation documentation to the NDT. In some cases, the team may want a third party observation completed. The team should decide who will conduct this observation and schedule with the teacher an appropriate time for the observation to occur. Once the NDT has the data from the observation(s), it is used to determine the level of need indicated by the student.

STEP 5. Work Samples/Portfolios:

In the event that it is not clear that the student requires differentiated services, the NDT may request work samples by the student from the teacher. The teacher should present appropriate work samples along with rubrics used to evaluate the samples. These samples should indicate the level of need for the particular student.

STEP 6. The Decision:

The team must make a decision after completing the steps outlined above. Seven decisions are possible:

1. Wait and watch. The student's profile must be reviewed during the next school year while more data is collected on the student.
2. No services recommended. The child's needs are best met within the regular education program.
3. Differentiated services are recommended. The student demonstrates a need for differentiated services in either math and/or reading/language arts. The most appropriate service option match will be made.
4. Differentiated services are expanded. Some students already receive differentiation for only one service option, math or reading/language arts, but exhibit a need for differentiation in another service option.
5. Acceleration recommended. Students performing well above their age peers may be recommended for either subject or grade advancement.
6. Place on consultation. Students who are not performing well with differentiated services or who may request a break are given a year of consultative services. An IDEPR is completed outlining appropriate differentiated service recommendations within regular education setting and shared with classroom teachers. After one year of consultative services, a decision must be made for the student

to remain in the AIG program or exit program service options.

7. Exit service option(s). In some cases, a student, parents, and/or the NDT recommends that a student no longer exhibits a need for differentiated services in one or more areas.

*All options require that the team complete a Nomination/Review Form. Parents and guardians will be notified on all NDT decisions.

Planned Sources of Evidence: Annual screening log

Portfolios

AIG specialists lesson plans

Student projects & work samples

Gifted behavior teacher recommendation forms

AIG child count data

Other Comments:

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 Maintained Practice for 2013-2016.

Rationale: Stanly County continues to seek ways to make our schools quality learning environments. Part of the attainment of this commitment is a collaborative effort between the home and school. Stanly County Schools gifted education program goals, objectives, and service options are clearly communicated to parents. In the event that a parent/guardian disagrees with a decision, it is hoped that the concerns may be resolved at the local level. Stanly County Schools protects the rights of AIG students and their families by clearly defining procedures for AIG placement, transfers, and resolving disagreements.

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

Description: Procedure for AIG Identification and Placement:

The Needs Determination Team follows a six step decision making process that is described under Standard 1, Practice D. All information gathered for an AIG candidate is recorded on a nomination form and kept in a folder along with accompanying documentation. Parental consent is obtained when students are evaluated for AIG program services. DEP's or IDEP's are signed by parents/guardians to indicated agreement for program services.

Reassessment Procedures:

Review of students receiving differentiation services will occur during the third and fifth grade years. Parent or guardians will be notified of the review during a scheduled annual meeting in the fall of the school year. Annual reports are sent to parents or guardians regarding student progress in the AIG program at the end of the school year.

Transfer Student Procedures:

Students who transfer within the Stanly County Schools will continue to receive services at the school to which they transfer, according to their need and as indicated on their differentiated education plan for the remainder of the school calendar year. Student performance may be reviewed at the end of year according to local standards. Students identified in gifted programs outside of Stanly County Schools will be considered for local eligibility according to individual needs. Upon the review at the end of the school calendar year the Needs Determination Team reviews all information and completes a nomination form for the AIG program to determine if differentiated services are appropriate for the following year.

Step 1: The AIG coordinator and/or school data manager informs the NDT chairperson or AIG specialists assigned to the school site that an identified gifted student has enrolled.

Step 2: The NDT chairperson or AIG specialist requests records from the child's previous school.

Step 3: Upon receipt of the records, the student will continue to receive services at the school to which he/she transfers, according to his/her need and as indicated on his/her differentiated education plan for the remainder of the school calendar year.

Step 4: Parents or guardians of the transfer student will be contacted by the AIG specialist.

Step 5: The NDT chairperson forwards the AIG folder to the AIG coordinator.

Step 6: The AIG coordinator reviews, updates the database, and returns the AIG folder to the NDT chairperson.

Procedure to Resolve Disagreements:

AIG specialists of Stanly County have a written policy that states the rights of AIG students and their parents/families. Procedures are clearly defined so that students, parents, teachers, and the community at large may view informed consent and placement forms, reassessment procedures, transfer from other school systems and procedures for resolving disagreements, as articulated in Appendix B: Procedures to Resolve Disagreements Regarding Academically/Intellectually Gifted Eligibility Determination and Services Decisions.

Planned Sources of Evidence: Nomination or Review for Academically or Intellectually Gifted Program (form 110.0)

NDT minutes

Agendas and presentations at meetings

Other Comments:

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: Stanly County Schools strive to provide differentiated services within its gifted education program that are founded on effective teaching strategies. The service options provided by the school system contain a variety of strategies that will meet the gifted learner's needs and provide challenging learning opportunities for him/her. Teachers develop Differentiated Education Plans (DEP) for highly able students and students with special needs, when appropriate. Each school develops appropriately differentiated learning experiences through a continuum of service options that

stimulate, challenge and nurture intellectual growth.

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

Description: AIG specialists of Stanly County maintain screening logs and complete nomination forms. The NDT carefully analyzes each student's data collected during the screening and referral process, as well as their progress within the regular education program. Annual AIG progress reports for grades K-8 are completed and given to parents. The Differentiation Education Plan (DEP) or Individual Differentiated Education Plan (IDEP) is reviewed with parents and signed annually.

Planned Sources of Evidence: DEP/IDEP

Annual screening logs

Progress reports

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: Differentiation for AIG students should be tailored to meet specific student needs and must span all grade levels, K-12.

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

Description: Stanly County School provides students with appropriately differentiated learning experiences through a continuum of service options that stimulates and challenges intellectual growth. Differentiation strategies include the modification of content, process, product, and/or learning environment for AIG identified students. All teachers are encouraged to adapt the NCSCOS to meet the needs, identified abilities, readiness-levels, interests, and learning profiles of students K-12 through collaborative planning. Additional strategies for differentiation can also be found on the district curriculum mapping web page. AIG specialists have identified strategies for grades K-5 and 6-8 including examples and sample lessons for the regular classroom teacher. High school classrooms differentiate the standard course of study through Honors and Advanced Placement Courses in addition to on-line learning opportunities and college credit courses.

Planned Sources of Evidence: Sample lesson plans and activity plans

Student work samples

Collaborative planning documentation

DEP/IDEP

High school student transcript

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 Focused Practice for 2013-2016.

Rationale: Each school provides an array of services to cultivate potential and develop gifts and talents of students in grades K-12 through the AIG and regular education programs. The services reflect the unique needs of this population and are an integral part of the school system's overall

educational goals, which support excellence for all students.

Goals: The LEA will develop guidelines for subject acceleration based on the guidelines provided by NC DPI regarding Credit for Demonstrated Mastery (CDM).

Description: Classroom teachers and AIG specialists use various differentiation strategies daily that modify content, process, product, and learning environments for Stanly County students. Grade or subject acceleration is adopted throughout the county on a case-by-case basis to best meet the needs of individual students. Additionally, AIG specialists provide annual training for classroom teachers on methods to enrich, extend, and accelerate the curriculum during grade level or staff meetings. Students will be provided the opportunity to participate in the CDM process.

Planned Sources of Evidence: Lesson plans

Student work samples

DEP/IDEP

Acceleration documentation

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: Stanly County Schools is committed to providing differentiated education and services that go beyond the scope of regular education and challenge gifted learners. Academic rigor and relevance must be provided so that learning becomes an exciting process that will engage students and encourage them to become life-long learners.

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

Description: AIG specialists of Stanly County Schools employ strategies such as curriculum compacting, differentiated instructional units, independent learning contracts, independent study, tiered assignments, computer-based instruction, Padeia seminars, cross-grade grouping, in-class flexible grouping, and cluster grouping through the service options of subject grouping, resource, subject acceleration, and grade acceleration. The system also offers middle school AIG students on-line course opportunities. High school students are afforded ample opportunities to accelerate and further deepen their conceptual learning through Honors, Advance Placement (AP), on-line learning and college course classes.

Planned Sources of Evidence: Sample lesson plans

DEP/IDEP

Student progress reports

High school student transcript

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: Offering a variety of differentiated learning experiences stimulate and challenge intellectual growth. These materials stimulate students' creative and critical thinking skills, meet the needs of highly capable students and provide appropriate support for curriculum modification.

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

Description: Stanly County Schools encourages all teachers to use the new version of Bloom's Taxonomy (classification levels of intellectual behavior important in learning) in order to allow students to develop creativity, think critically, and work toward acquiring necessary 21st century skills. AIG specialists will collaborate with classroom teachers through structured curriculum planning in order to assist them with appropriate differentiation for AIG students through the use of various strategies, such as the new Bloom's Taxonomy and Howard Gardner's Multiple Intelligences. AIG specialists will also collaborate with the instructional technology specialists to create computer-based lesson plans that utilize advanced technology and thinking skills.

Planned Sources of Evidence: Lesson plans
Student work samples
Student/parent surveys

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Stanly County Schools recognizes that gifted learners have unique needs and abilities distinct from their grade level peers. Ongoing assessment is used to guide instruction so that these needs are recognized and addressed in a timely manner.

Goals: Facilitate professional development for differentiation strategies in the regular classroom in

conjunction with the district curriculum mapping project. Our goal is for teachers to develop an understanding of how to use differentiation strategies within their classroom.

Description: Stanly County Schools uses the CogAT as an aptitude test in grades 3-5; EOG and EOC test results in grades 3-12; Benchmark testing in grades 3-12; quarterly assessments in grades K-2 and classroom teachers use various methods of formative assessment for differentiation and to make recommendations for screening for gifted services.

Planned Sources of Evidence: Lesson plans
Collaborative planning documentation
Student work samples
Assessment documentation

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: Stanly County Schools recognizes AIG students have unique social and emotional needs and that meeting these needs is as critical to the success of gifted learners as meeting their academic needs.

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

Description: Stanly County Schools will provide a variety of guidance interventions to meet the unique needs of those students identified as gifted. The NC SCOS is followed and will be appropriately differentiated as necessary to provide for gifted students from diverse populations, including underachieving gifted students, students who are twice-exceptional and for the overall social and emotional needs of the students within the AIG Program.

Planned Sources of Evidence: Lesson plans
District curriculum mapping resources

Other Comments:

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: Stanly County Schools is committed to early recognition of gifted potential in its kindergarten through third grade students.

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

Description: Kindergarten through third grade teachers use the Teacher's Observation of Potential in Students (TOPS) form as a tool to help recognize and respond to gifted potential within the classroom. It is used as a means of initial screening for K-2 AIG identification. Through collaboration with regular education teachers and AIG specialists, differentiation strategies are developed for students who show gifted potential. AIG specialists will work collaboratively as a PLC (Professional Learning Community) to post differentiation strategies on the district webpage as part of the district curriculum mapping project. AIG specialists will provide examples and sample lessons for the incorporation of the differentiation strategies in the regular classroom.

Planned Sources of Evidence: TOPS forms
District curriculum mapping website

Other Comments:

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 Maintained Practice for 2013-2016.

Rationale: Teacher collaboration is a critical strategy in planning for the instruction of all students, including gifted learners. AIG specialists, regular classroom teachers, exceptional children teachers, and all others involved in the education of gifted students should collaborate and discuss teaching strategies, techniques, projects, plans, and other areas of instruction that may affect AIG students.

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

Description: Through district level meetings, AIG specialists will collaborate during regular planning sessions to discuss strategies, concerns, and other areas of interest pertaining to gifted education, along with conducting staff development focusing on differentiation strategies provided on the district curriculum maps at their assigned school sites. AIG specialists will regularly collaborate with classroom teachers involved in the education of gifted learners to assist with differentiation strategies, techniques, and ideas.

Planned Sources of Evidence: Sign-in sheets for AIG meetings
Planning notes
Curriculum mapping resources

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 Maintained Practice for 2013-2016.

Rationale: Stanly County Schools currently employs the use of the Differentiated Education Plan and Individual Differentiated Education Plan as the means of articulating the differentiated curriculum and instructional services of AIG identified students in grades K-12.

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

Description: AIG specialists will continue to meet with the parents or guardians of AIG students to discuss the plan for differentiating the curriculum and instruction for their students. Particular attention will be given during transitional years when major program changes occur such as movement to middle and high schools. AIG specialists will meet with parents or guardians whenever a change in services is recommended.

Planned Sources of Evidence: DEP/IDEP

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 Maintained Practice for 2013-2016.

Rationale: An AIG licensed, certified educator is employed to oversee the local AIG plan to ensure continuity and leadership in the administration of the overall goals of the gifted education plan.

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

Description: The AIG coordinator will oversee and evaluate AIG program implementation and services, supervise the K-8 AIG specialists, and oversee the budget and materials selection for program services. The coordinator will develop and implement staff development in gifted education, serve as a consultant for teachers and administrators of gifted students, and attend regional and state meetings to stay abreast of current issues. The coordinator will conduct periodic audits of AIG files. Additional duties include monitoring AIG growth and evaluating the efficacy of differentiation within the regular education classroom.

Planned Sources of Evidence: Licensure in gifted education

Local AIG program plan

Attendance roster of staff development workshops

Testing data

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 Focused Practice for 2013-2016.

Rationale: Stanly County Schools recognizes that while all students need differentiated instruction appropriate for their learning level, gifted students need greater academic rigor to challenge and engage their intellect. They may be one, two, or even three levels beyond their age peers academically and/or intellectually, thus requiring advanced level activities in their area/s of strength as a part of their academic program.

Goals: To provide differentiated activities and strategies through webinars and Google docs for use by the AIG specialist in each school and regular classroom teachers.

Description: Licensed educators with AIG certification or endorsement are employed to serve AIG students at K-5 and middle schools in order to address their needs through implementation of the local gifted education plan. AIG specialists at individual schools will also serve as the chairperson of the schools' Needs Determination Team (NDT), which collects and reviews student information before making recommendations for appropriate service delivery placement. Additionally, AIG specialists will monitor AIG students' growth and provide professional development opportunities for classroom teachers, leading toward increased differentiation. Last, AIG specialists will collaborate with all teaching staff through email and Google docs, to create differentiated lesson plans to challenge each student and address multiple learning styles.

Planned Sources of Evidence: Staff development agenda/handouts/Google docs
Needs Determination Team documentation
Differentiated Education Plans
Google docs and email communication
Differentiated lesson plan strategies

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: In order to ensure that appropriate services to differentiate for gifted students are in place, a comprehensive plan is necessary. Staff development will focus on the diverse needs of the gifted population, as well as research-based strategies to engage and challenge gifted learners, in order to improve differentiated instruction.

Goals: District level staff development will be provided for AIG specialists focused on how to best meet the needs of the gifted learner. AIG specialists will create online webinars for classroom teachers, exceptional children's personnel, counselors, and school administrators on understanding gifted learners' needs. AIG specialists will communicate via email and Google docs with classroom teachers to share ideas on differentiating instruction for gifted students.

Description: Professional development webinars will be offered to regular education teachers and gifted education teachers to help them understand the characteristics of the gifted, to provide strategies that will allow them to differentiate instruction for their students. AIG specialists will use research-based materials and instructional strategies to engage and challenge AIG students. AIG

specialists will provide strategies that appeal to different learning styles as a means of differentiation and share these strategies with classroom teachers through webinars and Google docs.

Planned Sources of Evidence: Staff development handouts/agendas

Sign-in sheets/registrations

Workshop evaluations

DEP/IDEP

CEU's

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 Focused Practice for 2013-2016.

Rationale: AIG certified specialists are employed to serve the gifted populations at each K-5 and middle school grade levels. Regular education classroom teachers and other specialty area teachers are encouraged to participate in staff development that will assist them in understanding the characteristics of the gifted and how to differentiate instruction for them. Whenever possible, identified AIG students should be placed in classrooms in which the teacher or teachers have had this staff development.

Goals: To partner with school based administration to ensure effective AIG student placement.

Description: Teachers who serve the identified gifted population have AIG certification or endorsement. Teachers of gifted students collaborate with the regular education teacher to provide an academically appropriate and challenging learning environment that is geared to the specific needs of the gifted learner. Comprehensive and on-going staff development in gifted education with an emphasis on differentiated instruction to meet the needs of the gifted student will be provided through online professional development webinars. In addition, AIG teachers will share strategies and ideas for extending the curriculum and provide assistance to classroom teachers upon their request.

Planned Sources of Evidence: Lesson plans

CEU's

Common Core folder strategies

PowerSchool roster

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Professional development programs in gifted education include a general understanding of giftedness along with related student needs. Understanding these aspects of gifted education enhances the teacher's instruction and promotes attainment of the overall school goal of raising student achievement.

Goals: Relate professional development to support the LEA's curriculum mapping project to provide appropriate differentiation strategies to enhance instruction for AIG students.

Description: Professional development will provide personnel preparation for differentiating instruction in regular education classrooms and will build awareness within schools of the need for differentiation and placing the student in the most appropriate service option.

Planned Sources of Evidence: Staff sign in sheets/registrations
On-line workshop evaluations

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 Focused Practice for 2013-2016.

Rationale: To provide regular education teachers with differentiation strategies to meet the needs of AIG students.

Goals: To produce webinars on differentiation strategies that aligns with LEA curriculum mapping initiative.

Description: The professional development will provide regular education teachers with examples and techniques to implement the differentiation strategies for AIG students.

Planned Sources of Evidence: Staff development registrations
Lesson plans
Product samples

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 Maintained Practice for 2013-2016.

Rationale: Gifted education is an ever-changing field, responsive to the most recent findings of educational research and the legal demands of new legislation. Therefore, to remain aware of the "best practices" for teaching the gifted, as well as legal issues, AIG specialists must meet regularly to refine their teaching methods, discuss trends and new laws affecting gifted education, and identify needed areas of professional development. Once identified, the opportunities for professional development are aligned with the NCSCOS and the needs of our gifted learners.

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

Description: AIG specialists meet quarterly to share ideas, receive new training, review and analyze test and demographic data, and discuss changes within the gifted program. Opportunities for additional staff development are shared.

Planned Sources of Evidence: Meeting agendas

Sign in sheets

Shared resources

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: The purpose of Stanly County Schools gifted program is to provide appropriate, rigorous, differentiated services for gifted learners. Upon the recommendation of the school's Needs Determination Team (NDT), gifted students are matched to the differentiated service option(s) that meets their academic and intellectual needs most effectively. Stanly County Schools will continue to place students in this manner. However, because gifted students also have affective learning needs, recognizing and meeting the social and emotional needs of students must also be addressed. In addition, because of teacher attrition, not all teachers currently working in Stanly County have received differentiated training, specifically targeted toward the gifted population. Many of them have also not had the opportunity to educate themselves about the characteristics and behaviors exhibited by gifted students, especially young children. Therefore, appropriate professional development opportunities for all teachers and administrators will be made available.

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

Description: Stanly County Schools will continue to employ highly qualified teachers to provide programs and services to meet the needs of gifted learners. A range of service delivery options and criteria for qualification has been developed, based on administrator, teacher, parent, and student recommendations. This range provides a variety of strategies that will meet the gifted learners' academic needs and provide challenging learning opportunities, as effectively as possible. Matching students with appropriate service delivery options is completed by each school's NDT, using the criteria for placement specified for each option (see appendix C), as well as information collected about individual students' needs during the screening and referral/ eligibility process. The NDT will carefully analyze all data collected for a student, including his or her progress within the regular education program, before making a decision. In order to access a particular service delivery option, a student should (1) demonstrate a need for a particular option, and (2) meet the criteria established for that option. If a student does not meet those conditions, the service delivery option is not appropriate for him or her. So that AIG students' needs will continue to be met in the regular education classroom, professional development opportunities will be made available that focus on recognizing giftedness/potential giftedness, increasing academic rigor, differentiating Common Core essentials and meeting the social and emotional needs of the gifted learner.

Planned Sources of Evidence: DEP/IDEP

Lesson plans

Professional development rosters & agendas

Learning Environment/Content Modification Table (Appendix C)

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 Maintained Practice for 2013-2016.

Rationale: Stanly County Schools focuses on meeting all students' academic needs, expanding their technological skills and increasing their performance. Therefore, the goals and services of the AIG program maintain compatibility with the school system's goals, while requiring specific differentiation for the gifted student in order to extend and expand the North Carolina Standard Course of Study (NCSOS).

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

Description: Stanly County Schools will continue to align the program and services for all AIG students to meet their needs in reading, math or both. The Common Core will continue to be used to accomplish this goal for each grade level or EOC course that is taught in grades K-12. Students receiving differentiated services will be reviewed prior to their third and sixth grade years to determine whether existing service delivery options continue to be appropriate. Moreover, AIG students receive an annual progress report in which their achievements for the year, as well as any problems, are noted. Should a discrepancy exist between the selected differentiation option(s) and student progress, parents will be notified, invited for a conference and, when appropriate, services may be added or deleted, i.e. a student who is identified as AIG in math only may exhibit a need for differentiation in reading, as well. Likewise, a student who is identified in one or both of the areas may be struggling. In that case, the service delivery options may be changed to a more appropriate placement for that student. Specific curriculum-aligned programs are in place to meet the needs of reading identified and mathematics identified students. The technology goals for our system provide for a technology-integrated curriculum, which corresponds to our efforts to provide differentiated instruction for gifted learners. Occasional assistance using technology to differentiate curriculum may also be sought by the AIG and classroom teachers and provided by the school's instructional technology specialist and/or media specialist.

Planned Sources of Evidence: Lesson plans

DEP

Collaborative planning

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: The gifted program has specific instructional programs in place to support the overall instructional goals of the school system. The goal of our district is to produce globally competitive students with knowledge, skills, and attitudes necessary to be responsible, contributing citizens in the 21st Century.

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

Description: Stanly County Schools will continue to conduct professional development for teachers to ensure that appropriate differentiated policies and programs are being implemented across the county. The AIG program and policies will be made available online for administrators, teachers, and parents to view at any time. District objectives state that students in all Stanly County Schools will meet expected and/or high growth standards each year. Further, the district expects that the percentage of students scoring at or above grade level on K-2 assessments and/or NC End of Grade/NC End of Course tests will be 90% or higher. AIG specialists will receive training on interpreting EOG, EOC, and Benchmark data and will utilize EVASS to interpret data consistent with the expectations of the district objectives to determine areas of growth or needs for improvement for their AIG students. This data may also be used to match differentiated services more appropriately to the needs of individual AIG students.

Planned Sources of Evidence: Agenda's and meeting materials from EOG score data analysis
Staff development on score analysis
Continued staff development on current instructional programs and program services
Webinar CEU's/EVASS training

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: Practices are already in place to inform stakeholders of the placement process and service areas of the gifted program. However, because new regulations effecting gifted education and "best practices" for meeting the needs of AIG students may be announced at any time, Stanly County Schools wishes to focus on making communication among school staff, AIG students and their parents, and the community-at-large more effective and immediate. In short, AIG personnel want to provide information about the program in a more comprehensive and stream-lined fashion.

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

Description: AIG specialists will serve as the chairpersons for the Needs Determination Teams

(NDT) and ensure communication with parents, teachers, the AIG coordinator and other educational personnel is handled appropriately and confidentially. The district AIG coordinator can and will serve on the NDT any time needed or requested and will keep the district AIG webpage current. AIG specialists will explain service delivery options and criteria necessary to receive those options to school personnel and parents of gifted students. The AIG coordinator and/or specialists will meet with school staff during the fall of 2013 to educate them of the revised AIG program. Program updates will be provided by the AIG specialist to school staff annually.

Planned Sources of Evidence: Website updates

Agendas and meeting minutes

Emails

Other Comments:

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 Maintained Practice for 2013-2016.

Rationale: Maintenance of this practice will promote the continuum of information between regular education teachers and AIG specialists. DEP's for each student are scheduled for review at the end of third and fifth grades to ensure that differentiation needs are met, especially since these students are on the threshold of greater academic demands from their grade level.

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

Description: Quarterly district level AIG meetings are held where guidelines and new information is shared to ensure that student transitions are smooth and students' particular needs continue to be met. Stanly County AIG specialists maintain folders for all students with detailed documentation of their needs and subsequent differentiated services provided. These folders are also available to classroom teachers, parents, and administrators. The annual progress reports for AIG students ensure that teachers and parents are aware of students' differentiated instruction and their success with the stated options.

Planned Sources of Evidence: AIG folders containing detailed paperwork

Meeting agendas

Sign in sheets

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 Maintained Practice for 2013-2016.

Rationale: AIG specialists will collaborate with and involve all stakeholders in planning for the differentiation of AIG students. Regular collaboration will result in the validity and effectiveness of the gifted program.

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

Description: AIG specialists will promote differentiation for gifted students by delivering services and gifted curriculum for identified students through pull-out, inclusion or whole-class enrichment activities. The schedule of service is a collaborative effort among regular education teachers and instructional staff. The AIG specialist will coordinate identification of students at their assigned school and maintain appropriate records. Furthermore, they will assess progress of AIG students, disseminate information received from the county coordinator, administer testing at various levels, provide staff development and support to teachers with curriculum differentiation, coordinate with the instructional technology specialists to provide time for technology for gifted students, attend meetings and workshops relevant to giftedness, and coordinate enrichment opportunities for the gifted.

Planned Sources of Evidence: Collaborative planning
Faculty meetings
Parent conferences (progress reports, report cards, conferences, etc)
NDT meetings.

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 Maintained Practice for 2013-2016.

Rationale: The social and emotional needs of gifted learners are often overlooked through the services component of AIG instruction. Social and emotional needs are as critical to the success of gifted learners as their academic needs.

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

Description: AIG specialists collaborate with guidance counselors, classroom teachers and other stakeholders regarding the social and emotional needs of the students.

Planned Sources of Evidence: Handouts and articles
Google docs
Emails

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 Maintained Practice for 2013-2016.

Rationale: Acceleration is a way to move students through educational programs at a faster rate, matching level, complexity, and pace of curriculum to the readiness and motivation of the student. Students who are ready for advanced or accelerated placement must be given that opportunity so as not to dim their spark for learning.

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

Description: Stanly County Schools will maintain its support of the guidelines for "Early Entry or Grade/Subject Acceleration," as articulated in the "Service Delivery Options and Criteria" (See Appendix C). Early entrance to kindergarten and grade/subject acceleration is considered for students who demonstrate extraordinary academic ability and are appropriately mature to justify early admission. Stanly County follows North Carolina law and state standards when considering the early entrance option. Information and a downloadable application for early entrance can be found on the district AIG website. Appendix E delineates suggested considerations for the NDT to use when making decisions about acceleration options.

Stanly County Schools will follow procedures for subject acceleration based on guidelines provided by NCDPI regarding (CDM)Credit by Demonstrated Mastery.

Planned Sources of Evidence: Stanly County Schools website
Appendix Guidelines for Early Entry or Acceleration
Testing data

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 Maintained Practice for 2013-2016.

Rationale: To adequately provide for under-represented populations, Stanly County Schools

feels that it is necessary to learn more about disadvantaged students, diverse cultures, and the social and emotional needs of highly gifted and twice-exceptional students, which may differ substantially from those whose exceptionality is that of gifted, alone.

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

Description: Consult with the guidance counselor, EC staff, ESL specialist and other stakeholders to identify any disadvantaged student that might otherwise be overlooked by the regular education teacher. Carefully screen these populations for signs of gifted behavior using local and national norms.

Planned Sources of Evidence: Screening records
Minutes from quarterly meetings
Emails

Other Comments: Ideas of Strengthening: AIG specialists consult the guidance counselor and the ESL teachers for information about specific populations and how to communicate with diverse cultures.

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale: In order to provide additional opportunities outside of the traditional school setting, the AIG program strives to support leadership activities and service projects within the school environment that will allow the gifted learner to broaden his/her horizons. It is hoped that this effort will result in well-rounded individuals for a 21st century world.

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

Description: Options for extra-curricular programs are in place for identified students as listed on students' DEP's. Students must meet specific criteria for each program. Many programs are based on student interest, motivation, ability, and teacher recommendation. Local and regional enrichment program information is provided on district website.

Planned Sources of Evidence: District website showing links to extracurricular programs

Other Comments:

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: The AIG plan which is written and developed through collaboration among the licensed AIG specialists and coordinator, specifies the array of AIG services offered throughout Stanly County Schools gifted program. The AIG specialist at each school in Stanly County meet with parents of identified AIG students at the beginning of each school year to discuss the specific ways in which their children will be served for that school year and to sign a DEP (Differentiated Education Plan) or IDEP (Individual Differentiated Education Plan).

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

Description: AIG specialists will continue to hold conferences with parents and guardians of individual students regarding placement and service options in the AIG program. Placement decisions will be based on the school Needs Determination Team (NDT) recommendations and documented need for differentiation of individual students. To ensure that AIG students' social and emotional needs are specifically addressed, the school's guidance counselor will be included in the placement process as part of the NDT. A student's need for services will be shared with the regular education classroom teacher, along with recommendations for specific differentiation. In addition, AIG specialists will review identification procedures and service options with the school staff on an annual basis through scheduled grade level meetings or school staff meetings.

Planned Sources of Evidence: Meeting agendas
Sign-in sheets
Teacher documentation of parental contact
Documentation of AIG specialists' staff development
Lesson plans
District and individual AIG websites
Surveys

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: The AIG specialists communicate effectively with AIG families upon identification. Continued efforts focus on collaboration and dissemination of information among all stakeholders.

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

Description: At the beginning of the school year, AIG specialists will offer a refresher course to staff regarding the identification and service options for gifted students. AIG specialists will create and maintain school-based webpages to keep the public informed of the AIG program and will provide a link to the district webpage. The district AIG webpage will post the local AIG plan for public viewing. Each elementary and middle school AIG specialist will update parents and stakeholders about curriculum and instructional activities that occur in the AIG classroom via email, newsletters, and/or webpages.

Planned Sources of Evidence: Public posting of AIG plan
AIG teacher webpages
Samples of newsletters
Documentation of staff development

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 Focused Practice for 2013-2016.

Rationale: Stanly County Schools recognizes that gifted students occur in diverse populations, regardless of socioeconomic status, gender, culture or race. Multiple stakeholders' input should be an integral part of the development, implementation and monitoring of the local AIG plan. To ensure that AIG students' social, emotional and academic needs are being met completely, all subgroups must be recruited.

- Goals:**
1. Gather input annually from parents and students.
 2. AIG specialists will meet annually with parents and students and allow for open communication regarding AIG services.
 3. Conduct informational advisory meetings.

Description: Web-based, paper and translated surveys will be used to gather information from

stakeholders.

Planned Sources of Evidence: Surveys
Advisory agenda, notes and sign-in sheets

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 Maintained Practice for 2013-2016.

Rationale: To ensure that appropriate methods of differentiation for gifted students are in place, a comprehensive plan is necessary. Stanly County Schools AIG program must be equitable and fair to all students, therefore, our school system strives to make students of all nationalities and their parents aware of opportunities available to the gifted population.

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

Description: The AIG plan will be available on Stanly County Schools AIG website. AIG specialists will elicit help in providing information regarding these opportunities in AIG students' native language. The AIG plan and AIG opportunities will be linked to the AIG webpage.

Planned Sources of Evidence: District AIG website
Translated documents
Needs Determination Team minutes from meetings

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: AIG specialists will meet with parents upon a student's initial placement in the AIG program and annually to review each student's Differentiated Education Plan. We continue to focus our efforts on greater collaboration and involvement with all stakeholders.

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

Description: AIG specialists will maintain school-based web pages to keep the public informed of

8/8/2013

program information. Continuing to strengthen the AIG program includes increasing Advanced Placement course opportunities at secondary level, holding career days for students, offering job-shadowing or internship opportunities, asking students to organize projects that involve the local community, involving students in volunteer and service work within their community and continue the use of other community resources such as Pfeiffer University and Stanly Community College.

Planned Sources of Evidence: AIG web pages

Documentation of community involvement

Sign in sheets

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: North Carolina has legislation that mandates identification and services for Academically or Intellectually Gifted (AIG) students. Article 9B is the current legislation mandating identification and services for gifted education K-12 in North Carolina. Stanly County Schools will develop a plan based on the SBE guidelines and the NC AIG program standards.

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

Description: In the revision of the 2013-2016 gifted education plan, a team of educators assembled to write a plan to reflect new program standards and practices that were approved by the State Board of Education in July of 2013. This plan reflects feedback gathered from surveys, program evaluations, and focus groups, formed with the intention to guide program improvement. Once completed, it is submitted to the local Board of Education for approval. The Stanly County AIG plan is then sent to the State Board of Education/Department of Instruction for review and comment.

Planned Sources of Evidence: Written AIG plan
Local Board of Education statement of assurances document
NCDPI program review

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: In any sound program, fidelity checks are vital to ensure quality programming and consistency. To learn new laws and policies governing the AIG program, the AIG coordinator must attend gifted-education workshops and regional meetings regularly.

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

Description: The district level AIG coordinator will correspond regularly with AIG specialists via email, quarterly meetings, courier, and site visits. Each year, the coordinator will audit student AIG records for compliance. Regional or state meetings will be attended in order to keep abreast of current legislation in gifted education. AIG specialists maintain an annual record of all students nominated and screened for placement in the AIG program, including information regarding the result of the nomination. Guided by the NDT at each school, an annual progress report is completed for AIG students to determine if appropriate services are being rendered. The district level AIG coordinator will conduct periodic audits of AIG paperwork and records at each school site. Program surveys and evaluations are created annually and disseminated to stakeholders in order to monitor program effectiveness.

Planned Sources of Evidence: Meeting agendas

Sign in sheets

Workshop documentation

Parent/teacher/student surveys

E-mail correspondence

AIG records

Online AIG resources

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: To ensure the proper use of AIG funding, the AIG coordinator budgets and monitors allotments according to state policy.

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

Description: State and local funds allotted for AIG programming are used to secure AIG specialists at elementary and middle schools.

Planned Sources of Evidence: Annual budget statement

Teacher licensure and PRC 034 funds

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: End of Grade test scores and assessment information for AIG students are analyzed for growth in order to assist in guiding program improvement. In order to track AIG student growth and minimize the student drop out rate, AIG specialists, classroom teachers, and principals will utilize the services of the Director of Testing and Accountability to monitor scores indicative of the effectiveness of differentiated instruction for gifted students.

Goals: The district level AIG coordinator and AIG specialists will meet annually with the Director of Testing and Accountability to analyze test data of AIG students. AIG testing data will be analyzed and discussed with classroom teachers and building level administrators annually. The AIG coordinator will meet with the county Power School/Student Information coordinator to acquire information regarding drop out data for AIG students.

Description: AIG specialists will maintain, analyze, and share student performance growth annually with parents, students and classroom teachers, and building level administrators. Information gleaned from the data will be used to guide programming for individual students through differentiation of curriculum. Annual drop out data for AIG students will be analyzed to determine if there is a need to address that particular issue.

Planned Sources of Evidence: Disaggregation of EOG, EOC, Explore and EVAAS data
Student drop-out data, including AIG students
District AIG webpage
Meeting agenda/notes

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: Under-representation of specific groups who receive services in gifted education continues to be disproportionate to their prevalence in system demographics. Those included in that group are students who are culturally/ethnically diverse, economically disadvantaged, English Language Learners, the highly gifted, and those who are twice-exceptional, having a disability in one area and giftedness in another.

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

Description: The AIG coordinator will continue to monitor the referral, screening, and placement of students in the AIG program. Data gathered will be broken into subgroups, including race and gender, and then compared to system demographics. Each AIG specialist will share the information gleaned from reports with the school to which he or she is assigned, along with proactive strategies to look for students who may be in need of differentiated services, regardless of their diversity.

Planned Sources of Evidence: Screening forms

Nomination forms

Enrollment data in upper level courses

Retention data

Annual reports

Correspondence between the AIG coordinator/DPI consultant and AIG specialists

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: AIG specialists are required to have certification in gifted education. In addition, all teachers who work with gifted students must be qualified to teach in the area to which they are assigned.

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

Description: The AIG coordinator will continue to monitor the credentials of AIG specialists in order to ensure that they have the necessary certification to work with the gifted population to meet their academic, emotional, and social needs. All middle and high school teachers, who also work with the gifted, must be highly qualified to teach in their specialty area. Staff of Stanly County Schools personnel department hires teachers to fill those positions and monitors their continued education credits.

Planned Sources of Evidence: Licensure reports

Use of PRC 034 funds

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 Maintained Practice for 2013-2016.

Rationale: An advisory group, representative of diverse populations, must be formed for the dual purposes of promoting a positive vision of the AIG program and strengthening the cooperation and collaboration among staff at Stanly County Schools, parents, and other members of the community.

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

Description: In order to stay abreast of current best practices for teaching AIG students, AIG specialists meet to share information and make recommendations to strengthen the AIG program. In addition, program goals are discussed and acted upon in those meetings. An annual parent/student/teacher survey is conducted to elicit feedback for program improvements as well. An advisory panel representative of diverse populations in the program will meet to look at survey data and review the AIG plan.

Planned Sources of Evidence: Parent/student/teacher surveys
Agendas and meeting minutes
Powerpoint presentations
Letter of invite
Sign-in sheets

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 Maintained Practice for 2013-2016.

Rationale: Continual improvement is a major goal of the Stanly County AIG program. Stakeholder input supports the fruition of that goal.

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

Description: Stanly County Schools will continue to conduct parent/student surveys and analyze results. We plan to solicit feedback from community members and other professionals by conducting focus group meetings with an advisory panel to review the AIG plan.

Planned Sources of Evidence: Surveys
Data analysis
Focus group minutes

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: To ensure improvements are made when necessary based on data analysis, AIG teachers meet quarterly.

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

Description: AIG specialists will continue meeting quarterly with the AIG coordinator to review and revise the local AIG program based on multiple sources of data such as parent/student/teacher surveys, school evaluations, information gleaned from CogAT/EOG/EOC/Explore/EVAAS testing and advisory panel minutes, county benchmark results and suggestions for program improvement from DPI reviewers.

Planned Sources of Evidence: Meeting agendas

Sign in sheets

Program review comments from DPI

Survey results

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale: To foster positive working relationships with the public, all information regarding AIG programming and services, including evaluation data, should be made public.

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

Description: The AIG coordinator maintains an updated link on the district website where programming, services, and evaluation data are posted. AIG specialists will maintain a school AIG webpage.

Planned Sources of Evidence: Stanly County Schools AIG webpage
AIG specialists webpage

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: Ethically and legally, AIG specialists are required to ensure confidentiality of students' records in Stanly County Schools. It is the responsibility of the school system to inform parents or guardians of procedures to follow in the event a disagreement may occur with any decision regarding AIG services.

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

Description: AIG specialists will continue to place confidentiality and access to records forms in each AIG student's folder, which requires the signature of those who view the folder. AIG specialists will continue to store confidential student records and testing data in a secure location at their school sites. Stanly County Schools gifted education goals, service options, and criteria will be clearly communicated to the parents or guardians of AIG students during annual DEP meetings or upon written notice. In the event that a parent or guardian disagrees with a decision, the concerns will be addressed and, hopefully, resolved at the local level. Appendix B lists the due process parents or guardians should follow if a disagreement over a placement or service decision occurs.

Planned Sources of Evidence: Confidentiality and access to records forms
Due process written and posted
Documentation of complaints and responses

Other Comments:

Glossary (optional):

Appendix (optional):

Appendix A Glossary.doc (*Appendix*)
Appendix B Procedure to Resolve Disagreement.doc (*Appendix*)
Appendix C Program Service Options.doc (*Appendix*)
Appendix D Multiple Indicators of Giftedness.doc (*Appendix*)
Appendix E Considerations for Early Entry or Acceleration.doc (*Appendix*)
BOE Statement of Assurances.pdf (*Local Board Approval Document*)
100.0 Multiple Criteria Pathways(2013).doc (*Other Forms*)
101.0 Screening Form.doc (*Other Forms*)
102.1 Consent.doc (*Other Forms*)
102.2 SPA Consent.doc (*Other Forms*)
103.0 Performance(K-2) (2013).doc (*Other Forms*)
104.0 Referral (K-2).doc (*Other Forms*)
105.R Teacher Recommendation (2013).doc (*Other Forms*)
106.M Teacher Recommendation.doc (*Other Forms*)
107.0 Alternate Assessment Prescreening.doc (*Other Forms*)
108.0 Portfolio Guide.doc (*Other Forms*)
109.1 Parent Nomination.doc (*Other Forms*)
109.2 SPA Parent Nomination.doc (*Other Forms*)
110.0 Nomination.Review(2013).doc (*Other Forms*)
111.0 Invitation to Conference.doc (*Other Forms*)
112.0 Nonplacement Notice.doc (*Other Forms*)
113.0 DEP K-3.doc (*Other Forms*)
114.1 DEP 4-5 (Revised).doc (*Other Forms*)
114.2 SPA DEP 4-5 (Revised).doc (*Other Forms*)
115.1 DEP 6-8 (Revised).doc (*Other Forms*)
115.2 SPA DEP 6-8 (Revised).doc (*Other Forms*)
116.0 DEP 9-12.doc (*Other Forms*)
117.0 IDEP.doc (*Other Forms*)
118.1 IDEP-R.doc (*Other Forms*)
118.2 SPA IDEP-R.doc (*Other Forms*)
119.0 Data Form (Revised).doc (*Other Forms*)
120.0 Progress Report.doc (*Other Forms*)
121.0 NDT Minutes.doc (*Other Forms*)
122.0 Early Entrance Application.doc (*Other Forms*)
123.0 Early Entrance to K Documentation.doc (*Other Forms*)