

Wilson County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2016-2019

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LEA Superintendent's Name: Dr. Lane Mills
LEA AIG Contact Name: Dr. Sylvia Mizzelle
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Wilson County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015). 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 in 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.

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 2016-2019. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2016-2019, Wilson County Schools' local AIG plan is as follows:

Wilson County Schools Vision for local AIG program: The Academically/Intellectually Gifted (AIG) program seeks to inspire and develop individuals capable of questioning, learning, and succeeding in the 21st century. In order to provide a challenging educational environment that creates success for AIG students, the instructional program must be differentiated for students to discover and be critical thinkers across the curriculum. In pursuit of excellence, appropriate instruction for students is an integral part of the overall vision of Wilson County Schools. Students should graduate from Wilson County Schools, globally competitive for work and post-secondary education and prepared for life in the 21st century.

Sources of funding for local AIG program (as of 2016)

State Funding	Local Funding	Grant Funding	Other Funding
\$641053.00	\$.00	\$.00	\$.00

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Glossary Terms:

1. AIG- Academically/ Intellectually Gifted
2. AVID- Advancement Via Individual Determination
3. BOG- Beginning of Grade (3rd)
4. CES- Consolidated Enrichment Services
5. DEP- Differentiated Education Plan
6. DPI- Department of Public Instruction
7. EOC- End of Course
8. EOG- End of Grade
9. EVAAS- Education Value Added Assessment System
10. ITBS- Iowa Test of Basic Skills
11. GAT- Gifted Leadership Team
12. HRMS- Human Resources Management System
13. LEA – Local Education Agency
14. OLSAT- Otis Lennon School Ability Test
15. NCEES- NC Educators Evaluation System
16. PETS- Primary Education Thinking Skills
17. PLC- Professional Learning Community
18. SCOS- Standard Course of Study
19. WAAT- Wilson Academy Applied Technology
20. WECA- Wilson Early College Academy

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

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

District Response: Wilson County Schools (WCS) has established procedures for providing consistent information to all school personnel, parents/families, students, teachers, and members of the community. However, there is still work to be done to make the process accessible to all non-English speaking stakeholders and newcomers to the community. These stakeholders may include families that need support with communication about the AIG program for an identified student or someone who is new to the district that needs additional program information. The LEA will continue to update the district website and provide the brochure in two languages.

Dissemination Methods

- A brochure is available outlining the screening, referral, and identification processes for student placement in the AIG program in English and Spanish. It is available to school personnel, parents, families, students, and community members. The brochure is attached to the "Permission to Test" letter that is sent home with potential AIG identified students. It is posted on the WCS website and copies are available at the schools.
- An AIG web page is maintained on the WCS web site indicating the criteria for identification in order to keep stakeholders informed.
- AIG Specialists will explain identification processes to students prior to screening.
- AIG Specialists continue to provide teacher training and post-screening parent meetings at the elementary and middle school levels to explain the screening, referral, and identification process and/or the review of student service options.

Practice B

Procedures state and employ multiple criteria for AIG student identification. These criteria incorporate 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 measures that are based on current theory and research.

District Response: WCS has established consistent criteria and methods for AIG student identification. The main indicators for identification include aptitude, achievement, creativity, and motivation. Our aptitude and achievement tests are nationally normed tests, which give greater reliability and validity to our identification process. We are developing more non-traditional methods for identification, such as a portfolio of alternative assessments, exemplary student work samples, extra-curricular activities, and strong staff recommendations. We recognize the need for inclusion through screening of all third grade students with a non-verbal test (such as the Naglieri or CogAT) and a more comprehensive research-based observational instrument. With the adoption of the new plan, the LEA will continue to revise the AIG forms to more clearly articulate the screening and identification process to all stakeholders (see WCS Identification Process-appendix).

Screening

- Screeners will be used to identify students that may be eligible for AIG identification. Screeners include, but are not limited to the following: BOG Test, End-of-Grade Test, EVAAS, iReady, Schoolnet, and K-2 assessment, etc.
- AIG Specialists will request parent permission to administer screening test(s).

Use of Multiple Criteria

- In order for a student to qualify for the AIG program, he or she will be evaluated in the following traditional measures: aptitude, achievement, creativity, student performance, and interest/motivation.
- Students are screened for testing in the spring of their third grade year by using a characteristic checklist completed by the teacher or AIG Specialist (see WCS AIG Characteristic Checklist-appendix).
- The *Otis Lennon School Ability Test (OLSAT-8th Edition)* is an aptitude test used to measure cognitive ability of a student's capacity for learning.
- The *Iowa Test of Basic Skills (ITBS)* is an indicator for achievement and measures a student's knowledge in reading, math, and vocabulary.
- The *Renzulli "Scales for Rating the Behavioral Characteristics of Superior Students"* is completed by the classroom teacher to document the student's characteristics in the areas of learning, motivation, creativity, leadership, art, music, drama, communication, planning, mathematics, reading, technology, and science.
- A motivation checklist is completed by the classroom teachers to document a student's interest to actively participate in additional academic challenges.
- Other nationally normed tests as approved by the testing and accountability office will be used for assessment.
- In order for a student to be identified as AIG they must score at or above the 85th percentile on aptitude and at or above the 90th percentile on at least one achievement test with documented evidence of creativity or motivation. If aptitude score is below 85th percentile, they must score at or above the 95th percentile on at least one achievement test in reading or math with documented evidence of creativity and motivation.
- A student will be identified as Intellectually Gifted (IG) if the student scores at or above the 99% (135) on an aptitude test (see WCS Multiple Criteria AIG Identification - appendix).
- If a student does not meet the above identification requirements, a portfolio with other data, such as benchmark assessments, 3-5 exemplary work samples (writing, projects, etc.), iReady, WIDA (ELL assessment), Reading 3D or extracurricular activities can be considered. In addition to the portfolio evidence, strong justification must be made in writing by the regular classroom teacher or AIG Specialist in order to identify a student as AIG and the Site Review Team must all agree on the student's identification status (see AIG Identification Portfolio Evidence - appendix).

Post-Testing Procedure and Identification Areas

- Each school has a Site Review Team that includes the principal, AIG specialist, counselor, and at least one classroom teacher. If a student is twice exceptional, the exceptional child's teacher will also serve on the committee.
- The Site Review Team will review data to provide a total picture of the student, using all data to make an informed decision of placement within one of the following areas:
 - Identification for AIG Services (in either Reading, Math, or both)
 - Intellectually Gifted (IG)
 - High Achiever (see explanation below)

- Observe and Assess Yearly (The LEA will re-administer a standardized aptitude test and/or achievement test to a student that shows a renewed need for further evaluation.)
- No Formal Services Recommended at This Time

- When the Site Review Team cannot agree on one of the five areas, the student information will be passed to the Wilson County Gifted Advisory Team (as detailed in Standard 5A).
- The High Achiever status will nurture students who do not qualify for AIG identification. They must have A's and B's on their report card and show either high creativity or interest in extra-curricular activities. This placement will help reach under-represented populations and give them an opportunity to be offered participation in extra-curricular activities. The AIG Specialist will consult with classroom teachers on student progress.
- The WCS AIG Coordinator will monitor the screening and identification process and sign each Differentiated Education Plan (DEP).
- After the identification process is completed, the AIG Specialist will meet with parents to review the DEP and share the recommendations of the Site Review Team. At the beginning of each school year in grades 4-8, invitations to meet with the AIG Specialist to review the DEP or discuss any concerns are sent to the parents of identified students.

K-2 Identification

- The LEA follows state board policy for Early Admission to Kindergarten.
- Formal identification for AIG students in grades K-2 will be considered only if there is a clear demonstration of extreme need and the student's ability to work two or more grade levels above current grade level.

Transfer Students

- Students previously identified through another district in North Carolina should be reviewed by the AIG Specialist and Site Review Team to determine service options in accordance with our county procedures. Their identification status remains intact and a DEP is developed for the student for WCS.
- Students transferred from another state with an aptitude score in place should be administered a nationally normed achievement test and meet all LEA criteria for identification.
- Students transferred from another state without an aptitude score should be administered an aptitude test and a nationally normed achievement test and meet all LEA criteria for identification.

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.

District Response: WCS has procedures in place to respond to traditionally under-represented populations and LEA demographics through providing enrichment services to the top 10% of each grade level, recognizing High Achievers to include those students in enrichment activities and extra-curricular activities, and tracking identification demographics at K-8 schools across the LEA. We also have created non-traditional portfolio requirements to identify students who do not qualify under traditional measures. We recognize that we need to deliberately focus on the under-represented populations and continue to re-evaluate our processes and procedures to ensure that they are

included in our AIG program.

- If a student does not meet the traditional identification requirements, a portfolio of other documents, such as benchmark assessments, 3-5 exemplary work samples (writing, projects, etc.), iReady, WIDA (ELL assessment), Reading 3D or extracurricular activities can be considered. In addition to the portfolio evidence, strong justification must be made in writing by the regular classroom teacher or AIG Specialist in order to identify a student as AIG and the Site Review Team must all agree on the student's identification status. The portfolio documentation will help identify students in traditionally under-represented populations (see AIG Identification Portfolio Requirements- appendix).
- The LEA will collaborate with ELL and EC departments to locate potential AIG students and to help increase awareness of the under-represented populations with regular classroom teachers.
- The LEA will continue to serve under-represented populations through an enrichment program focusing on the top 10% of fourth and fifth grades.
- Services will be provided to students who are identified as gifted or as high achievers. This will help reach the under-represented students who may be identified as high achievers.

Practice D

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

District Response: The AIG Coordinator meets once per month with the AIG Specialists to discuss policies and procedures to ensure consistency within WCS. The AIG Coordinator also reviews each student's identification data and signs off on the recommendation for identification to help maintain the consistency of identification decisions made by the Site Review Teams.

- The AIG Coordinator and AIG Specialists meet monthly to ensure consistency in screening and identification policies and procedures.
- The identification support documentation is used and maintained consistently throughout the county. AIG folders have a designated color of orange for identified students.
- Identification procedures are followed consistently by all AIG Specialists within the LEA.
- Each AIG Specialist uses consistent criteria across multiple schools to identify students when meeting with each school's Site Review Team.
- The AIG Coordinator reviews each student's identification data and signs off on the recommendation for identification to maintain consistency of the identification decisions made by the Site Review Teams.
- The LEA consistently reports identified students to the state for local headcounts.
- A record of transition between levels for AIG folders is kept and monitored by AIG Coordinator.

Practice E

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

District Response: WCS maintains documentation that explains the identification process and service options through the AIG brochure, website, and Differentiated Education Plan (DEP). The AIG Specialists meet with parents as soon as possible after the identification status has been signed off by the Site Review Team and AIG Coordinator to explain the identification data and service options for the student. AIG Specialists will meet annually with the parents of AIG identified students to review the service options and programming.

- The AIG brochure and website explain the identification process and service options for the AIG program. The Differentiated Education Plan (DEP) shows an individual student's identification data and the identification status after the Site Review Team and AIG Coordinator have met.
 - The AIG Specialist meets with parents as soon as possible after the AIG Coordinator signs off on the student's identification status to explain the service options for the student. The parent will sign the DEP agreeing or disagreeing with the decision at that time.
 - A "Statement of Rights of AIG Students and Parents/Guardians" is presented to parents/guardians at the time of signing the DEP, which outlines the "Procedures to Resolve Disagreements with Gifted Program Options" (see "AIG Parental Statement of Rights" and levels -appendix).
- The procedural steps are as follows:
1. The first procedure should involve a conference with the parent, classroom teacher, and/or specialist to resolve the issue.
 2. If the issue is not resolved, a conference with the principal should be scheduled.
 3. If a disagreement persists, the AIG Coordinator is consulted.
 4. If the issue is not resolved at this level, a conference with Assistant Superintendents/ Superintendent should be arranged.
 5. If no resolution has been made, the Board of Education reviews the issue.
 6. If resolution is still pending, the parent has the right to petition an Administrative Law Judge whose decision is final.
- AIG Specialists collaborate to ensure that parent annual reviews are consistent countywide.
 - Reviews are held annually with parents and documented by the "Yearly Placement Review" form.
 - Parent conferences will be scheduled as needed to discuss any changes in the DEP.
 - An intervention plan can be established for identified students performing below ability level. This plan is discussed with the parents and shared with the regular classroom teacher(s). It is reviewed and re-evaluated as needed.

Ideas to Strengthen the Standard:

- Information will be provided about the screening, referral, and identification process to non-English speaking stakeholders.
- All third grade students should be screened with a non-verbal test which will help increase the number of traditionally under-represented populations in the program.
- Portfolios will be implemented more comprehensively throughout the LEA, which will help increase the number of traditionally under-represented populations in the program.
- By serving the top 10% of each grade level as a Talent/ Enrichment Group and identifying students through the use of a portfolio, the LEA will increase the numbers of under-represented populations in the program.
- The service options will include more detail so parents and staff will have a better understanding of the AIG program.

Sources of Evidence:

- Testing materials and resources (ITBS, OLSAT, etc.)
- Testing and other data, such as EVAAS, Read 3D, iReady, SchoolNet, BOG test, etc.
- WCS AIG Identification Process & Multiple Criteria (see Appendix)
- Differentiated Education Plan (DEP)
- Yearly placement review
- Annual parent meetings scheduled
- Intervention plan (by request)

- AIG individual student folders
- AIG brochure
- AIG web site (www.wilsonschoolsnc.net)
- Agenda, presentation, and teacher training sign-in sheets
- Demographic data of under-represented populations collected annually
- Transition records
- AIG headcounts
- Monthly AIG meeting agendas and minutes
- AIG "Parental Statement of Rights Flowchart" located on the Wilson County AIG web site (see appendix)
- Renzulli "Scales for Rating the Behavioral Characteristics of Superior Students"
- Portfolio Checklist

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.

District Response: WCS is committed to offering challenging, rigorous, and relevant curriculum designed to meet the intellectual, social, and emotional needs of gifted learners in grades K-12. We will maximize the intellectual development of gifted learners by offering advanced content and differentiated instruction through enrichment, extension, and acceleration of content as required by the NC SCOS. Due to the WCS limited AIG staff, meeting the needs of the AIG students through differentiation must also be adopted by regular classroom teachers. WCS recognizes the need for professional development on differentiated instruction and co-teaching practices in the regular classroom and is working with Organizational Development to design and provide workshops on these topics.

- AIG specialists will work with teachers and staff on how to include differentiation in their lessons to ensure that all AIG students will receive the rigorous instruction they deserve on a daily basis.
- The district will continue to use Primary Education Thinking Skills (PETS) or another research-based thinking skills programs for K-3 teachers in regular classrooms for screening of potentially gifted students.
- AIG students are encouraged to participate in extra-curricular contests and opportunities to enrich student learning (i.e. spelling bee, science fair, Envirothon, AIG Discovery Day, Geography Bee, Soil and Water, essay and speech contests, math bee, etc.).
- AIG Specialists and regular classroom teachers will work to provide enrichment and extension resources to support the Common Core and NC State Standards through team teaching, collaborative planning, and use of advanced/ research-based resources.
- The AIG program strives to provide a variety of environments to serve gifted learners or potentially gifted learners in grades 4-8 that include:
 - Cluster groups
 - Pull-out groups
 - Enrichment groups
 - Co- teaching/Push-In
- WCS offers options for acceleration and extension for high school students that include the following:
 - NC Virtual Public High School
 - Dual Enrollment (Career/College Promise Program)
 - Wilson Early College Academy (WECA)
 - Wilson Academy of Applied Technology (WAAT)
 - International Baccalaureate program
 - Self-selection of coursework which could include Honors and Advanced Placement

Practice B

Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles, to address a range of learning needs at all grade levels.

District Response: The AIG Specialists use interest inventories with students to identify areas of interest. However, a more focused approach on students' identified abilities, readiness, and learning profiles is needed to guide instructional practices. This area needs to be strengthened through more collaboration between the AIG Specialists and the regular classroom teachers.

- WCS will explore, find, and implement research-based interest inventories and learning style inventories and provide the information for teachers to use in their planning.
- Professional development will provide appropriate instructional strategies based on the needs, abilities, interests, and learning styles of gifted learners.
- AIG specialists will attend conferences, workshops, classes, and seminars to become more knowledgeable of current trends in gifted education.
- PLC meetings will allow for collaborative planning between regular classroom teachers and AIG specialists.

Practice C

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

District Response: WCS has purchased and implemented research-based supplemental resources that can be used by regular classroom teachers and AIG Specialists. The LEA will continue to locate other resources to build a differentiated curriculum bank in the district.

WCS uses the following supplemental resources for curriculum and instruction:

- Junior Great Books
- Accelerated Math and Accelerated Reader (selected schools)
- Thinking Maps
- William and Mary Units
- Revised Blooms Taxonomy
- Socratic Seminars
- Reading Workshop: Guided Reading and Literature Circles (K-8)
- Hands On Equations
- NC AIG wiki web site
- Professional Development for AIG Specialists on any programs listed above that are implemented
- Renzulli Learning
- Differentiated Instruction with Menus
- The Problem Based Learning Project

Practice D

Fosters the development of 21st century content and skills at an advanced level.

District Response: WCS encourages collaboration between the AIG Specialists and regular classroom teachers to create technology, problem-based learning curriculum to promote 21st century skills at an advanced level. The AIG Specialists conduct professional development to promote 21st century learning to regular classroom teachers during summer training. The teaching of the following 21st century skills needs to be improved: global awareness, civic/economic literacy, applied information/media literacy, real world learning, and applied life skills/health awareness.

- WCS has assigned technology facilitators to increase the integration of 21st Century skills in the classroom.
- Selected elementary schools are included in the one-to-one initiative with technology instruction. Other elementary schools have technology resources available for check-out.
- AIG Specialists will continue to participate in monthly meetings to develop and share strategies and best practices for integrating 21st Century skills into the classroom. The skills and strategies obtained by AIG Specialists through professional development will be shared with regular classroom teachers.
- WCS will continue to research and purchase materials that promote 21st Century learning.
- Middle and High Schools promote clubs and other activities that help develop leadership, communication, and collaboration between students, such as: Beta Club, Future Farmers of America, National Honor Society, Technology Honors Club, Student Government Association (SGA), Club Unify, Future Business Leaders of America, etc.
- High school and middle school projects provide one-to-one technology implementation.
- WCS offers academic programs to high school students that promote 21st Century Skills, such as WECA and WAAT.

Practice E

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

District Response: WCS collects data through a variety of sources to differentiate classroom curriculum and instruction and create flexible grouping of enrichment and AIG students. Data from these sources will be shared with all staff to help facilitate the development of curriculum, instruction, and grouping practices. The connection between the data that is collected and its use in developing curriculum and instruction needs to be supported with evidence to ensure its effectiveness. The LEA has made progress in collecting the data and will use the information to drive instruction.

- WCS uses summative assessments that include: report card grades, SchoolNet, Beginning of Grade tests for third graders (BOG), iReady-Reading, Reading 3D, EOG/EOC, Advanced Placement exams, International Baccalaureate exams, OLSAT, Iowa Test of Basic Skills, Measures of Student Learning, K-2 Math assessments, teacher-generated assessments, Work Keys assessments and EVAAS.
- WCS uses formative assessments that include: observations, portfolios, student work samples, grades, student conferences, PETS data, and interest inventories.
- A variety of data is analyzed to determine differentiation for gifted students, identify professional development needs, and to aid in the purchase of resource materials.
- Data should be shared and used during grade level PLC's to drive instruction and create flexible

grouping.

Practice F

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

District Response: WCS acknowledges that gifted students have distinctive social and emotional needs and there is a need for further work and collaborative, focused planning to support parents, counselors, and teachers in recognizing and meeting those needs.

- A Gifted Advisory Team (GAT) which consists of parents, principals, counselors, an EC representative, literacy specialist and directors of elementary and secondary schools has been created to discuss this practice for the AIG program.
- The GAT meets to discuss areas of concern, and advocates for learners in all areas.
- AIG Specialists will research and study information concerning social and emotional needs of gifted learners in order to prepare professional development for classroom teachers and counselors on effective strategies to meet the social and emotional needs of gifted learners.
- AIG Specialists will provide resources that will support the social and emotional needs of gifted learners.
- WCS will continue to provide a variety of extra-curricular activities that allows students to meet and interact with gifted peers, such as AIG Discovery Day. Discovery Day is a full day of off-campus experiences that provide hands-on, challenging activities for gifted students across the county.
- AIG Specialists will conduct annual meetings with parents to review the DEP and offer opportunities for discussion about the emotional and social needs of their child.
- WCS will offer an open house for grades 4-8 to discuss AIG programming, gifted characteristics, and social and emotional needs of AIG students.
- AIG Specialists will consult with students who are underachieving or having social/emotional issues on an as-needed basis. In addition, AIG Specialists may refer a student who needs on-going assistance to the school counselor.

Practice G

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

District Response: WCS is currently serving K-3 students through the Primary Education Thinking Skills program and other enrichment services. Classroom teachers are encouraged to differentiate curriculum in a variety of instructional practices that include small group and flex grouping.

- Third grade enrichment groups will consist of students who have scored at or above 90% on the BOG test, level S on the Read 3D assessment at the beginning of the year or level U at the end of the year, and grades at or above 90% in content areas for the previous grading period.
- Students who have shown gifted qualities in K-3 will be formally monitored and tracked through portfolios using Primary Education Thinking Skills (PETS), or another research-based thinking skills program.
- AIG Specialists will collaborate with the classroom teachers to develop differentiated lessons.
- WCS will maintain documentation of students that have participated in the PETS program to track future AIG identification.

- Using the Consolidated Enrichment Services (CES) model, the elementary AIG Specialists will nurture K-3 students on a rotating basis to provide support. AIG Specialists visit K-3 classrooms to provide whole group lessons followed by small pull-out groups for students that demonstrate high ability.
- WCS will explore additional resources for the K-3 program, such as U-Stars-PLUS (science and literature connection curriculum).
- In the middle and high schools, students enrolled in the Advancement Via Individual Determination (AVID) are nurtured to be high achievers.

Practice H

Collaborates with AIG personnel and other professional staff, including regular education teachers, special education teachers, other instructional staff, and administrators to develop and implement differentiated curriculum and instruction.

District Response: WCS AIG Specialists serve students at more than one school, therefore, lack of planning time inhibits collaboration between AIG Specialists and other personnel. A district goal to strengthen our Professional Learning Communities (PLC) to provide effective collaboration that will include other professional staff which may include: EC, ELL, Curriculum Facilitator, Literacy Specialist, and Technology Facilitator.

- AIG Specialists will work towards collaborating at their school with staff members who are directly involved with gifted learners.
- Common planning times will be scheduled to allow collaboration.
- AIG Specialists communicate with other professionals through email or other technology resources.
- Principals will develop, monitor, and encourage staff participation in the gifted program.

Practice I

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

District Response: WCS develops a Differentiated Education Plan (DEP) for identified AIG students and strives to match individual students to the appropriate service delivery and acceleration options. WCS will continue to ensure effective programming, continuum of services, and school transitions.

- The DEP includes documentation for annual reviews with parents, as well as the identification data.
- Annual reviews will be held during each school year.
- At each annual review the AIG Specialist and parents/family will review the student's work, determine the appropriate level of AIG services, and discuss key transitions between school levels.
- AIG Specialists meet as a team each year to facilitate a smooth transition at key grade levels.

Service Options:

- General exploratory
- Pull-out enrichment
- Cluster grouping
- Subject acceleration
- Grade acceleration
- Virtual learning
- Push-in/ Co -teaching

Acceleration Options:

- WCS will consider grade acceleration K-8 when there is evidence that a student is two years above his peers in his grade level. Evidence should include assessment data, student work samples, observations, etc.
- WCS will consider subject skipping in K-8 when there is evidence that a student is at least two years above his peers in a particular content area. Evidence should include assessment data, student work samples, observations, etc.

Ideas to Strengthen the Standard:

- Communication will be strengthened between regular classroom teachers and AIG Specialists to improve differentiated instruction for AIG students
- Professional development on co-teaching will be provided for regular classroom teachers and AIG Specialists to improve collaborative instruction
- The AIG Specialists will attend PLCs to encourage and discuss differentiation strategies with staff.
- Collaboration will increase between the AIG Specialists and the regular classroom teachers.
- Social and emotional tips/information and is included in the county newsletter/website.
- Provide additional K-3 resources in addition to PETS to support nurturing (USTARS).

Sources of Evidence:

- Research-based inventories about learning styles
- Professional Development sign-in sheets
- Differentiated lesson plans, curriculum units and activities
- AIG testing data for grouping of students
- Supplementary Instructional Resources such as: William and Mary units, Moby Max, Read 3D, iReady, SchoolNet, STAR Reading Assessment, Accelerated Math, PETS
- Enrollment data for AP and IB classes, Career and College Promise Courses, AVID
- Student portfolios
- PLC notes from meetings and/or agenda
- Examples of collaborative differentiated lesson plans
- Conference notes and agendas
- AIG Transition form
- Professional Development Resources
- Student work samples
- AIG meeting agenda and minutes
- AIG Website

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.

District Response: The WCS AIG Coordinator does not have an AIG license. However, the district designee is the Executive Director of Elementary Education, who serves in other capacities in the district with ongoing consultation with the AIG Specialists. The AIG Coordinator works collaboratively with a group of licensed AIG Specialists who plans, develop, revises, and monitors the local AIG plan.

-AIG coordinator will oversee the implementation and the evaluation of the WCS AIG Program as follows:

- *serve as chair on the Gifted Advisory Team
- *coordinate professional development in areas concerning gifted students
- *consult with administrators/AIG Specialists to monitor the AIG program at the school level
- *make budget recommendations for teacher training, resources, testing materials, etc.
- *keep abreast of and disseminate information on trends, issues, methods, and policies by attending meetings/conferences
- *create public awareness concerning the AIG program and the need for differentiation
- *evaluate the progress of the AIG program
- *serve as liaison between parents and schools
- *present information about the AIG program to the senior staff and all administrators

Practice B

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

District Response: WCS employs AIG Specialists who are AIG licensed or in the process of obtaining their AIG license. These AIG Specialists who guide, plan, develop, implement, revise, and monitor the WCS AIG program and are qualified to meet the academic, intellectual, social, and emotional needs of gifted learners.

-AIG Specialists have an AIG add-on license on file with WCS Human Resource Department or are actively pursuing AIG add-on license with oversight by DPI.

-AIG Specialists' responsibilities will include, but are not limited to:

- *serve as chairperson of Site Review Team
- *provide support and resources for teachers, principals, and Central Office staff
- *provide direct support/service to gifted students
- *nurture high achievers/enrichment students
- *help develop Differentiated Education Plans and assist in screening/identifying students
- *monitor AIG headcount
- *collaborate with regular education teachers to differentiate instruction

- *conduct school level awareness sessions/professional development
- *inform parents and students of special opportunities available to students
- *keep webpage and brochure up to date
- *meet with parents annually to review DEPs as well as address social and emotional needs
- *attend grade level parent conferences as needed to address the needs of gifted students
- *encourage parent volunteers for the AIG program
- *conduct monthly meetings to research, develop, and share consistent program resources
- *administer AIG testing
- *continually revise and monitor WCS AIG plan
- *gather sources of evidence to document growth of the AIG program
- *create an open line of communication among all stakeholders
- *assist with transitions between elementary to middle school and middle to high school to counsel about accelerated curriculum options
- *refer AIG students to school counselor as needed to meet their social and emotional needs
- *manage county-wide enrichment opportunities, such as AIG Discovery Day, Soil & Water contests, math and spelling bees, speech contests, etc.

Practice C

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

District Response: Currently, there are no AIG professional development requirements for staff outside of the AIG Specialists. The AIG Specialists attend AIG conferences to receive professional development about gifted best practices. WCS continues to provide professional development so that all stakeholders will have current information and the support necessary for working with the gifted population. Strategic and focused professional development is needed to maximize AIG student achievement and growth. A goal for the future is to increase the number of personnel who work with gifted students to have AIG licensure.

- AIG Specialists will attend professional development conferences (NCAGT, ECU Gifted Conference, etc.) outside of the county in order to share AIG best practices with teachers working with gifted students.
- AIG Specialists will conduct workshop sessions on differentiation, characteristics of gifted learners, and instructional strategies with regular classroom teachers during district conferences.
- WCS is seeking partnerships with universities/colleges and neighboring counties to share professional development initiatives.
- Professional development topics could include: differentiation strategies, social and emotional needs, under-achievement, characteristics of gifted learners, and inquiry based learning.
- Regular classroom teachers who teach middle school AIG cluster groups will receive professional development on co-teaching and other gifted best practices.
- AIG Specialists share research based resources with other staff.
- When planning professional development, the North Carolina Teacher Evaluation System standards will be used as a guide.
- AIG Wiki Booster Shots professional development courses are available for regular classroom teachers to learn more about gifted students.

Practice D

Places AIG students in general education classrooms with teachers who have earned an AIG add-on license from an Institute of Higher Education (IHE) or who have met the LEA's professional development requirements for that position.

District Response: WCS recognizes that AIG professional development is a major need in our district because the majority of regular classroom teachers do not have AIG licenses. All teachers who serve AIG identified students should have professional development to prepare them to provide appropriate differentiation for AIG students on a daily basis. A consistent district-wide plan will be developed regarding placement of AIG students in the regular classroom. Each school will work towards having classroom teachers who have met the requirements listed in practice (3C) pending district-wide training opportunities. WCS will continue to develop partnerships with universities/colleges and neighboring counties to share AIG professional development initiatives.

-When professional development requirements are in place, administrators will be encouraged to cluster AIG students with regular classroom teachers who have completed professional development mentioned in practice (3C). Cluster group teachers and AIG Specialists will attend co-teaching professional development to improve collaboration.

-The Elementary and Secondary Directors will encourage administrators to promote the professional development mentioned in practice (3C) among their staff.

-AIG students in high school are encouraged to take advanced coursework under teachers who have had training in programs such as Honors, AP, and IB.

Practice E

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

District Response:

The AIG Coordinator will work with other district level staff to provide professional development opportunities that are aligned with AIG program goals. Priority will be placed on professional development and learning activities for classroom teachers who address differentiated instruction for gifted learners and AIG certification.

-Professional development for classroom teachers will focus on, but not be limited to: differentiation strategies, social and emotional needs, under-achievement, characteristics of gifted learners, and inquiry based learning.

-The AIG Coordinator will collaborate with Organizational Development staff to align district and school level professional development with AIG goals (i.e. Teaching and Learning Conference).

-AIG Specialists will share research based resources with other staff.

-The North Carolina Teacher Evaluation System will house the CEUs earned by staff to show completion of professional development.

-AIG Wiki Booster Shots professional development is available for regular classroom teachers.

Practice F

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

District Response: It is vital to provide time and resources to plan, implement, and refine applications of professional development for AIG Specialists and classroom teachers. Scheduling changes through the Consolidated Enrichment Services and cluster grouping with PLC involvement and collaboration.

- AIG Specialists meet monthly to share ideas and best practices and discuss challenges and successes. During this meeting latest trends in gifted education are explored.
- AIG Specialists collaborate on lessons plans, co-teach, and apply professional development skills learned through training.
- Professional Learning Communities provides time for discussion and planning strategies to benefit AIG students and teachers.
- Administrators will design master schedules that will enable common planning between AIG Specialists, regular classroom teachers, and other instructional staff.

Ideas to Strengthen the Standard:

- WCS will work to meet the goal of having a licensed AIG Coordinator.
- WCS will provide professional development so that all stakeholders will have current information to support for working with the gifted population.
- WCS will find strategic and focused professional development to maximize AIG student achievement and growth.
- WCS will increase the number of classroom teachers who work with gifted students to have AIG licensure.
- WCS will encourage all teachers who serve AIG identified students to have professional development to prepare them to provide appropriate differentiation for AIG students on a daily basis.
- A consistent district-wide plan will be developed regarding placement of AIG students in the regular classroom.
- WCS will develop partnerships with universities/colleges and neighboring counties to share AIG professional development initiatives.
- The AIG Coordinator will work with other district level staff to provide professional development opportunities that are aligned with AIG program goals.

Sources of Evidence:

- AIG meeting agenda and minutes
- North Carolina Education Evaluation System (on-line professional development and CEUs)
- Conference attendance
- Principal meeting agenda and minutes
- AIG website
- Brochure
- Site Review Team meeting minutes
- DEPs
- Professional Development sign-in sheets
- Testing resources and data
- Teacher credential rosters
- Student rosters for cluster grouping
- PLC agendas/ minutes
- Examples of products from collaboration
- School master schedules/teacher schedules

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 classroom environments, grade levels, and settings.

District Response: WCS continues to offer a variety of services to meet the academic and intellectual needs of gifted students, but more effort is needed in the social and emotional needs of gifted students. AIG Specialists will develop student-generated inquiry projects based on a student's interests. Training for staff on social and emotional needs of gifted learners should be integrated into professional development programs.

- AIG students are served by a licensed AIG Specialists who collaborate with the regular classroom teachers to provide differentiated lessons in students' identified area of reading and/or math.
- Services offered could include the following:
 - General exploratory
 - Pull-out enrichment
 - Cluster grouping
 - Subject acceleration
 - Grade acceleration
 - Virtual learning
 - Push- in or Inclusion
- Wilson County Schools strives to include research-based programs that match the services offered.
- The AIG Specialists work collaboratively with school counselors to provide social and emotional services for gifted learners.
- AIG Discovery Day was created as a county-wide enrichment event to give time for AIG students across the county to interact and make them feel valued.
- DEPs are placed into the cumulative folders so all staff can access them.
- At the middle and high school levels, students can select electives and clubs that meet their interests.
- Students can participate in contests, projects and other academic extra-curricular activities for enrichment.

Practice B

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

District Response: Wilson County Schools identifies students in grades 4-12 based on identification areas of reading and/or math, or IG. The identification process has been enhanced to match the goals and resources of the program.

- Student identification and performance data will be monitored to determine the most appropriate service options for each student.
- Service options will be included on DEP and review annually with classroom teachers and parents to ensure services are appropriate for each student.
- Collaboration among AIG Specialists, classroom teachers, and other personnel will be ongoing to ensure the needs of gifted students are met.
- High school students will be allowed to self-select their courses based on their academic needs.
- Research-based supplemental materials will be acquired to meet the needs of gifted students.
- Common AIG resources will be stored at Central Office so they are available to every AIG Specialist to share with other staff.
- Instruction will be facilitated in identified area by placing AIG students in cluster groups or advanced content classes

Practice C

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

District Response: A total connection of the AIG program to the instructional program is vital to prepare all students for the 21st Century. AIG Specialists, classroom teachers, counselors, and other personnel enhance and enrich the Standard Course of Study through common instructional goals. District level professional development should include instructional strategies to support the AIG program.

- School improvement plans will include goals about AIG student growth.
- AIG Specialists will be part of the School Improvement Planning process at their schools.
- District level professional development coordinators will incorporate AIG goals in planning initiatives.
- Our program goals and services are aligned with the NC Standard Course of Study to provide rigor and enrichment to students based on needs.
- AIG Coordinator will communicate and collaborate with other departments to ensure that AIG goals and best practices are included in district programs and policies and recommend any appropriate changes.

Practice D

Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

District Response: Teaching gifted students must be everyone's responsibility including principals, regular classroom teachers, and support staff; therefore, efforts have been made to inform all stakeholders how to meet the needs of gifted learners.

- The AIG Coordinator shares with principals the expectations for the delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan, who then share with the regular classroom teachers and support staff.
- AIG Specialists will share any AIG plan changes relating to service model with the staff at their schools
- The AIG plan is posted on the district website.

- The GAT will meet periodically to discuss the AIG Program and provide feedback on the plan.
- DEPs are placed into the cumulative folders so all staff can access them.
- Instructional delivery models will be discussed during PLCs and staff meetings.
- AIG brochure is posted on the district website.
- AIG plan changes will be shared with administrators and stakeholders.
- AIG handbook and guidelines are shared electronically through Google Docs for each AIG Specialist with the AIG plan, updated forms, procedures, and other documents or information.
- A hard copy of the AIG plan will be provided for each school/principal.

Practice E

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

District Response: Elementary and middle school AIG Specialists, counselors, and classroom teachers collaborate to ensure a smooth transition for AIG students.

- WCS will hold transition meetings with parents, teachers, and counselors in order to determine appropriate services for students.
- AIG Coordinator discusses service delivery models with principals to support scheduling and grouping for AIG students.
- Fifth grade students will take middle schools tours at the end of the school year to prepare for the transition.
- Middle school AIG Specialist will collaborate with high school counselors in order to ensure a smooth transition from middle to high school in regards to their curriculum options.
- Middle School counselors coordinate with elementary schools to facilitate course selection for rising 6th grade students.
- Elementary and Middle School AIG Specialists collaborate to address proper academic placement through a transition process.
- DEPs are placed into the cumulative folders so all staff can access them.
- High school counselors, WECA and WAAT representatives, and IB Coordinators meet with 8th grade students prior to course registration to discuss available programs and answer questions.

Practice F

Facilitates collaboration among school counseling personnel, regular education teachers, AIG specialists, and others to address the social and emotional needs of AIG students.

District Response: WCS recognizes the need to increase knowledge about social and emotional needs of gifted students so they can be understood and addressed. Wilson County Schools encourages collaboration among regular education teachers, AIG Specialists, and administrators. Schedules will be adjusted so that AIG Specialists, regular education teachers, and instructional staff can meet the needs of gifted students. A continued effort will be made to include parents/families in the AIG program. Professional development that addresses the social and emotional needs of AIG students is needed in the district for regular classroom teachers and other staff who interact with gifted students. AIG Specialists will continue to attend professional development that specifically addresses the social and emotional needs of gifted learners. AIG Specialists and counselors need to establish resources that will help promote social and emotional well-being of gifted students.

- The Gifted Advisory Team (GAT), which consists of parents, principals, counselors, administrators, EC representative, Literacy Specialist, interested community members, and directors of elementary and secondary schools will meet regularly to discuss and improve the AIG program.
- The GAT will ensure that WCS is offering differentiated programs and services.
- Standard 3 provides more details regarding professional development goals that will encourage and allow an increase in collaboration.
- The AIG team will implement annual district-wide parent events to encourage and allow for parent education about and participation in the AIG program.
- Administrators will design master schedules that will enable common planning between AIG Specialists, regular classroom teachers, and other instructional staff.
- AIG Specialists refer gifted students who have social and emotional needs to the school counselor.
- AIG Specialists increase awareness of social and emotional needs with parents through newsletters, conferences, and county website.
- AIG Specialists and counselors will collaborate to create research based resources that promote social and emotional well-being of gifted students.
- AIG Specialists will seek opportunities for professional development on social and emotional needs of gifted students at conferences.
- AIG Discovery Day was created as a district-wide enrichment event to give time for AIG students across the county to interact and collaborate with their AIG peers.
- At the middle and high school levels, students can select electives and clubs that meet their interests.
- Students can participate in contest, projects and other academic extra-curricular activities to promote social and emotional well-being.

Practice G

Articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.

District Response: WCS has established guidelines for the identification and process of subject and grade acceleration when an appropriate body-of-evidence has been established for an individual gifted learner. Some students may require accelerated service that requires the regular classroom teacher and AIG specialist to develop a plan for student needs.

- AIG Specialists and regular classroom teachers will provide documentation that all options of differentiation have been tried before acceleration will be considered.
- Classroom teachers can provide recommendations for acceleration that could include grade, subject or content area, Credit by Demonstrated Mastery, virtual high school, independent studies, or internships.
- WCS acceleration guidelines for grades K-2 will comply with State Board of Education policy.
- WCS will consider grade acceleration in K-8 when there is evidence that a student is two years above their peers in their specific grade level. Evidence should include assessment data, student work samples, observation, etc.
- WCS will consider subject skipping in grades K-8 when there is evidence that a student is at least two years above his peers in a particular content area. Evidence should include assessment data, student work samples, observation, etc.

Practice H

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

District Response: WCS is committed to identifying and meeting the academic needs of high-functioning and high -potential students from all populations. Efforts are being made to better identify our under-represented populations through a portfolio process. WCS will strive to nurture their potential and performance. WCS will improve methods of identification and look for best practices to serve this population. It is our goal to increase the diversity of our AIG program and have a fair representation of under-represented populations.

- A search for testing material that is non-biased and/or non-verbal will be made and will be purchased when funds are available.
- Service options and resources for ELL, twice-exceptional, and non-traditional learners will be explored and developed.
- Students as High Achievers will be identified so that they will benefit from enrichment services.
- Portfolios of student work will be used as support documentation during the identification process (see AIG Identification Portfolio Evidence-appendix).
- Screening of all third grade students will help identify non-traditional populations as gifted when funding is available.
- The K-3 nurturing program will be enhanced to cultivate potential and address the needs of under-represented populations.
- The identification process of under-represented populations will be shared with stakeholders.
- Service options with ELL, EC, and Title I personnel to coordinate efforts will be communicated to meet the needs of underrepresented populations.
- Demographic data of underrepresented populations will be tracked to determine effectiveness of the program.

Practice I

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

District Response: WCS offers a variety of extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

- Enrichment opportunities are offered for participation in local, state, and national competitions that may include, but are not limited to:
 - Geography Bee
 - Duke TIP
 - Spelling Bee
 - Math Bee
 - Envirothon
 - Science/Math Fairs
 - Public Speaking Contests
 - Essay Contests
 - Battle of the Books

- Poster Contests
 - High School Math Contests
 - AIG Discovery Day event
 - Clubs or Other Civic Groups
 - Summer Camp offerings (LEA and community)
- WCS and AIG Specialist websites will display information about upcoming opportunities.
- AIG Specialists will maintain a list of opportunities and communicate it to the parents and students. Specialists will encourage student participation and recommend specific activities to address student interest.

Practice J

Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.

District Response: Enrichment Groups

Fourth and Fifth grade enrichment services will be provided for the top ten percent of the student population, especially targeting schools with traditionally under-represented populations. (See Standard 1D for more information on services for under-represented populations.) If less than 10% of the student population is AIG identified in grades four or five, then the criteria for including students in the enrichment group will be based on the following:

- Teacher observation
- Student grades in content areas
- SchoolNet scores
- Reading 3D scores
- EOG and BOG scores
- Benchmark assessments
- IOWA Test score of 90th percentile or higher
- Teacher recommendation.

Students with the highest scores on these indicators will be included an enrichment group. If a student transfers to another school within the district in the same school year, then the student will be included in the enrichment group at the new school.

Other Procedures Based on Data

- Grade or subject acceleration will be considered only if there is a clear demonstration of extreme need and student's ability to work two or more grade levels above current grade level. School administrators should consult with the Site Review Team, including AIG Specialists, for recommendations. The AIG Specialist will consult with the regular education teachers to enrich, extend, and accelerate the curriculum at the current grade level before considering grade or subject acceleration.
- Administrators will place students in middle school mathematics tiers based on teacher recommendation, grades, and test scores.
- Middle School AIG identified students will be clustered into no more than two classrooms per grade for core subjects. This will allow for middle school AIG Specialists to push-in to the regular classrooms to more effectively serve AIG students.
- Professional development on co-teaching of middle school cluster groups will be provided for AIG Specialists and regular classroom teachers to encourage better collaboration.

-Elementary and Middle School Executive Directors communicate with principals and monitor implementation regarding AIG grouping models and service options.

Ideas to Strengthen the Standard:

- Increase collaboration among teachers, EC and ESL teachers, AIG Specialists, other instructional staff, parents/families, and administrators to provide differentiated programming and services.
- Scheduled common planning times for AIG Specialists and other personnel
- Hold county wide parent events to increase parent involvement, which can include information sessions, feedback, presentations, and student accomplishments
- Screening of all third grade students when funding is available will help identify non-traditional populations as gifted

Sources of Evidence:

- Lesson plans with evidence of differentiation
- DEP that show services offered
- Interest inventories
- Student portfolios
- AIG website/ Newsletter
- DEP Annual Reviews
- Student performance data
- High School course offerings
- School Improvement Plans
- Online professional development system- NCEES
 - Professional development sign-in sheets and presentations
- Principal Meeting Agenda and Notes
- School Staff Meeting Agenda and Notes
- GAT meeting agenda and notes
- AIG Plan on district website
- AIG Transition form
- Class schedules of gifted students
- IB information handout
- High school comprehensive curriculum guide
- School Master schedules
- Parent event sign-in sheets, agenda, and presentations
- Extra-curricular activities
- AIG Conferences
- Testing materials
- Headcount demographic data
- Contest information
- Student participation/ work samples

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 following needs of AIG students:

- academic and intellectual
- social and emotional

District Response: Partnerships are vital to an efficient, well organized, and competent program. WCS has formed a Gifted Advisory Team that builds partnerships with stakeholders. The AIG program will continue to look for opportunities to increase the involvement of parents/families and the community.

- A Gifted Advisory Team has been developed that consists of principals, AIG Specialists, counselors, EC representative, Literacy Specialist, interested community members, and directors of elementary and secondary schools. Parents will be included on this team. The team will meet to discuss areas of concern and provide feedback on the local AIG program.
- A brochure has been created outlining the screening, referral, and identification processes for student placement in the AIG program. This brochure is available to school personnel, parents, families, students, and community members through the AIG website and in hard copy.
- An AIG web page has been developed and located on the WCS web site indicating the criteria for identification and upcoming events in order to keep stakeholders informed.
- AIG specialists will continue to hold annual parent meetings at the elementary and middle school levels to explain the service options and student progress.
- An AIG survey will continue to be offered during the plan renewal year in order to receive feedback from parents/families, teachers, administrators, community members, and other personnel involved in the education of gifted students.
- Parents/families will be invited to information sessions that include topics regarding gifted education.
- Partner with community organizations and businesses to provide support for the AIG Program, such as:
 - Wilson Times (middle school spelling bee)
 - Soil & Water Office (Envirothon, Poster, Speech, Essay, and Slide Show contests)
 - Veterans of Foreign Wars (essay)
 - Sertoma Club (essay)
 - Men's Civic Club of Wilson (Martin Luther King speech)
 - Elm City Rotary Club (essay)
 - Wilson County Schools' involvement with Youth Master Plan
 - Belle & Company (AIG T-shirt contest)
 - Fundraising with local restaurants for AIG Discovery Day
 - Optimist Club (essay)
 - Wilson Whirligig Festival
 - All County Chorus performances, band and Whirlkids
 - Duke TIP

Practice B

Shares with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

District Response: WCS will continue to strive to communicate with all stakeholders regarding the local AIG plan and the AIG program.

- The Gifted Advisory Team has a copy of the district's AIG Plan.
- A brochure has been created outlining the screening, referral, and identification processes for student placement in the AIG program. This brochure is available to school personnel, parents, families, students, and community members.
- An AIG web page has been developed and located on the WCS website indicating the criteria for identification and upcoming events in order to keep stakeholders informed.
- An AIG survey will be given during AIG plan renewal years in order to receive feedback from stakeholders.
- AIG specialists will continue to hold annual parent meetings at the elementary and middle school levels to explain the service options and student progress.
- The AIG Coordinator presents AIG information to the Board of Education and principals.
- AIG information/events will be included in district's weekly updates ("Our Story")
- AIG County Newsletter, "AIG Adventures" will be distributed to parents

Practice C

Establishes and utilizes an advisory group to develop, implement, and monitor the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents and families, AIG teachers, and other instructional and support staff.

District Response: WCS has a Gifted Advisory Team that represents the demographics of the LEA. The LEA needs to develop and implement a diverse gifted leadership team including parents who will monitor the local AIG program and plan. Wilson County Schools will devise a process that allows students to provide feedback on the AIG program.

- The Gifted Advisory Team has been developed that consists of principals, AIG Specialists, counselors, EC representative, Literacy Specialist, interested community members, and directors of elementary and secondary schools. Parents will be included on this team. The team will meet to discuss areas of concern and provide feedback on the local AIG program.
- Parents and community members will be recruited who would be interested in serving on the GAT.

Practice D

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

District Response: WCS informs parents/families and the community of opportunities available to AIG students. However, there is a need to provide the information in multiple languages. WCS is exploring more ways to communicate and inform diverse parent demographic groups in their native languages.

- WCS is exploring more resources to translate AIG materials in multiple languages.
- Parent Academy sessions in the district provide translators, including sign language interpreters.
- The AIG Brochure is available in English and Spanish.

Practice E

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

District Response: At this time, the WCS AIG program seeks to increase the involvement of institutions of higher education, outside stakeholders, and to better utilize community resources to enhance opportunities for gifted learners. WCS aspires to strengthen partnerships with the colleges, institutions, and businesses in the community to enhance opportunities for the gifted learners and to partnership with institutions of higher learning to provide professional development on gifted education.

- The Wilson Education Partnership (WEP) is a community-based, nonprofit organization established to coordinate, encourage and assist educational functions to benefit the students and staff in WCS.
- More intentional partnerships need to be established with institutions of higher learning to develop opportunities for professional development to staff involved with gifted learners.
- Partner with community organizations and businesses to provide support for the AIG Program (see list below):
 - Wilson Times (middle school spelling bee)
 - Soil & Water Office (Envirothon, Poster, Speech, Essay, and Slide Show contests)
 - Veterans of Foreign Wars (essay)
 - Sertoma Club (essay)
 - Men's Civic Club of Wilson (Martin Luther King speech)
 - Elm City Rotary Club (essay)
 - Wilson County Schools' involvement with Youth Master Plan
 - Belle & Company (AIG T-shirt contest)
 - Fundraising with local restaurants for AIG Discovery Day
 - Optimist Club (essay)
 - Wilson Whirligig Festival (elementary)
 - All County Chorus and Band performances
 - Duke TIP

Ideas to Strengthen the Standard:

- Coordinate a group of interested parents/families in order to create Wilson County PAGE group
- Devise a process that allows students to provide feedback on the AIG Program (i.e. surveys, suggestion box, etc.)
- Create an AIG Listserve to contact AIG student's families regarding events and opportunities
- Implement mentor program to support AIG students' interests
- Develop guest speaker contact list
- Translate AIG brochure into other languages (Arabic, Chinese, etc.)

Sources of Evidence:

- Gifted Advisory Team (GAT) roster, meeting agenda, and minutes
- Sign-in sheets from parent meetings
- DEPs
- AIG website
- AIG Specialist newsletters
- AIG Program brochure translated into other languages (English and Spanish)
- Translator at meetings
- List of opportunities for gifted learners
- Partnerships with higher learning (Barton, Wilson Community College)
- Wilson County Schools Youth Master Plan
- List of partnerships with community organizations and businesses

Standard 6: Program Accountability

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

Practice A

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

District Response: WCS will continue to solicit input from stakeholders to write, review and update the AIG plan which supports state legislation.

- The AIG plan is developed in collaboration with licensed AIG Specialists and Gifted Advisory Team (GAT).
- The AIG plan will be shared with WCS Administrators and Board of Education.
- The AIG Coordinator will submit the plan to DPI and attend regional and area AIG meetings 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.

Practice B

Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

District Response:

WCS will monitor the implementation of the local AIG Plan and create a process for evaluating areas of need. This will create a system of checks and balances among the AIG Coordinator, administrators, and AIG Specialists to be in compliance with the plan.

- The AIG Coordinator will oversee the implementation and the evaluation of the AIG Program as follows:
 - *oversee and provide assistance with the implementation of the AIG program
 - *consult with administrators/AIG Specialists to monitor the AIG program at the school level
 - *evaluate the progress of the AIG program
 - *present information about the AIG program to the senior staff and all administrators
- AIG Coordinator and AIG Specialists meet monthly to monitor the plan and share best practices in order to ensure consistency across the district.
- PLCs with AIG Staff will focus on successes and challenges with program implementation and effectiveness.
- The AIG Coordinator is a member of the district level instructional team to allow for sharing program information and monitoring of program implementation.

Practice C

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

District Response: WCS will utilize state AIG Funds according to state guidelines.

- The LEA will continue to designate state funds to the AIG program.
- State and local funds will be used to support AIG Specialists and provide resources when available.
- Funds from other departments (EC/Title I) may be used to assist with providing resources to support identified students.
- Funds will be allocated at the discretion of the superintendent.
- The AIG Coordinator will prioritize and advocate for AIG program needs.

Practice D

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

District Response:

WCS recognizes the need to gather information on performance, growth, and annual drop-out rates for AIG students. A process for using the data to inform curriculum and service delivery needs to be implemented.

- WCS Department of Testing and Accountability will generate data reports from various sources of data.
- WCS will utilize EOG data to track student growth from year to year by disseminating this data to AIG Specialists and administrators to inform curriculum and service delivery.
- WCS drop-out data will be reviewed.
- Data will be gathered to determine how to inform instruction and service delivery to monitor student growth, from sources such as:
 - EOG
 - EOC
 - EVAAS
 - AP exams
 - IB exams
 - ACT
 - AP/IB course completion rates
 - College acceptance rates
 - College scholarship offerings
- Ensure that staff have necessary training to understand student growth and achievement data; how to interpret and analyze data, and how to make programming changes that appropriate respond to student needs.

Practice E

Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: There is a need for equitable representation of traditionally under-represented students in the AIG program. AIG student population is currently not reflective of the district population.

- A systematic report on demographic data will be created for AIG students.
- Implementation of the portfolio as an alternate identification method will support more student participation from all ethnic groups within the district (See practice 1B).
- Enrichment groups consisting of the top 10% of the student population in schools with low AIG identified students will include typically under-represented populations (See Practice 4J).

Practice F

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

District Response: WCS will continue to maintain and monitor the credentials of personnel serving AIG students.

- WCS Human Resource Department maintains records of staff that they are properly licensed through the use of Human Resources Management System (HRMS).

Practice G

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

District Response:

WCS will continue to update and improve the AIG program based on results from the AIG survey data and GAT.

- A survey will be provided to students, parents, administrators, teachers, and other instructional support staff via the AIG website once during the renewal cycle to collect feedback on the program
- A student survey or focus group will be developed to provide feedback about the program.
- A "Suggestion/Concerns" box on the AIG website.
- A Parent Open House Night will be hosted to gather feedback and share information on the program.
- Informal feedback will be collected from principals and other staff that support the program.

Practice H

Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

District Response:

The LEA will examine the current program and make adjustments based on data and feedback from survey results and testing data.

- AIG Specialists monitor data and sources of information to identify areas of improvement for the AIG program.
- Survey results and testing data will be used to further develop and improve the AIG program and services.

- Growth trends will be identified and AIG data will be monitored. Appropriate changes will be made as needed.

Practice I

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

District Response: WCS will be transparent with all information pertaining to the AIG Program. Current information and data will be evaluated and shared with the public.

- Data of AIG students will be shared with all stakeholders, such as:

- *demographics
- *head count numbers
- *drop-out rate
- *EOG scores
- *EOC scores
- *AP/IB passing rates
- *ACT scores

- Data will be shared with stakeholders in a variety of methods, such as: AIG website, hard copy, social media, etc.

Practice J

Safeguards the rights of all AIG students and their parents and families through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

District Response:

WCS will provide guidelines and procedures regarding the Parental Statement of Rights. It offers steps for parents to follow to resolve disagreements.

- The AIG Parental Statement of Rights will be given and explained to parents when they sign the DEP. This form is available on the AIG website, but needs to be offered in multiple languages.
- A "Request for Testing" letter is sent when a student will be screened for AIG services.
- AIG brochure is given to parents with "Request for Testing" letter to share information about the program
- AIG identified students who transfer from other North Carolina LEAs will be acknowledged in WCS with proper documentation.

Ideas to Strengthen the Standard:

- Peer visits by AIG Specialists will help measure and ensure compliance with AIG plan and standards across the district.
- Necessary training will help staff to understand student growth and achievement data; how to interpret and analyze data, and how to make programming changes that appropriately respond to student needs.
- Increased one-on-one time between AIG Specialists and AIG students will help develop relationships to support growth and achievement.
- A process for using data on AIG students to inform curriculum and service delivery needs to be implemented.

- A systematic report on demographic data of AIG students needs to be created.
- A student survey or focus group to provide feedback about the program needs to be developed to provide feedback about the program.
- A "Suggestion/Concerns" box on the AIG website will be included.
- A Parent Open House Night to gather feedback and share information on the program will be hosted
- An AIG Parental Statement of Rights needs to be offered in multiple languages.

Sources of Evidence:

- School Board meeting minutes
- SBE/DPI feedback
- notes from planning/drafting sessions
- attendance at regional AIG meetings/ conferences
- AIG Specialists meeting minutes and agendas
- Copies of revised AIG plan
- Schedule of meeting dates
- NCEOG/NCEOC data for AIG students for each year (Tracking form)
- Annual drop-out data
- AIG student demographics
- GAT minutes/notes and roster
- HRMS data detailing licensure
- Data results from AIG program
- AIG website
- AIG newsletter
- AIG Brochure (English and Spanish) (Appendix)
- AIG Parental Statement (Appendix)

Appendix (optional):

1. WCS AIG Brochure in English/ Spanish
2. WCS AIG Parental Statement of Rights and Levels
3. WCS AIG Characteristics Checklist
4. WCS AIG Identification Portfolio Evidence
5. WCS AIG Identification Process
6. WCS AIG Multiple Criteria for AIG Identification
7. WCS CES for Elementary Schools(Sample Calendar)