

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

Approved by local Board of Education on: 10-DEC-13

LEA Superintendent's Name: Dr. James Merrill

LEA AIG Contact Name: Wendy H. Carlyle

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Wake 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 and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2013-2016. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2013-2016, Wake County Schools local AIG plan is as follows:

Wake County Schools Vision for local AIG program: WCPSS will serve as the national standard for increasing student achievement in the 21st century. Highly effective teachers and principals are empowered to raise the achievement of all children and will provide students with high quality classroom instruction that fosters intellectual development.

WCPSS recognizes children have different needs. WCPSS is committed to ensuring all students are challenged to reach their full potential and to be held accountable partners in their learning. Students will graduate in increasingly higher percentages and compete successfully as productive citizens. WCPSS will continue this community's proud tradition of education leadership and academic excellence with a proactive school staff, effectively supported by the Board of Education and Central Services.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$7390833.00	\$1155562.00	\$0.00	\$0.00

Table of Contents

Standard 1: Student Identification	3
Standard 2: Differentiated Curriculum and Instruction	22
Standard 3: Personnel and Professional Development	37
Standard 4: Comprehensive Programming within a Total School Community	46
Standard 5: Partnerships	59
Standard 6: Program Accountability	64

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 Focused Practice for 2013-2016.

Rationale: The AIG Program has screening, referral and identification procedures for all grade levels that are comprehensive and equitable. The program outlines K-12 identification procedures and the process for students who transfer into WCPSS. The program provides support in the early recognition and nurturing of potential in children from economically disadvantaged families, from culturally/linguistically diverse families, and for children with disabilities.

WCPSS AIG Program conducts comprehensive screening measures to recognize children with outstanding potential who may be gifted. All third grade students may participate in a district-wide aptitude screening, which can be used for referral to the AIG Program. Schools utilize both standardized testing data, when available, and informal classroom performance measures during screening. Due to the cognitive level of development in students, screening varies by grade level.

Goals: To identify students in WCPSS who need nurturing, additional classroom differentiation, and/or differentiation beyond what is offered in the regular classroom. WCPSS will focus efforts to identify students from underrepresented populations throughout the district through a clear, equitable identification process. A variety of pathways for students to be formally identified in the AIG program will be created and implemented. WCPSS AIG Program staff will provide clear communication with stakeholders regarding the AIG identification process.

Description: SCREENING

Screening involves the use of a combination of measures of potential and performance. General screening occurs in grades K-3. Students participate in differentiated activities that indicate the potential for gifted services as part of the screening process. Documentation from the screening process may result in a nomination to the School Based Committee for Gifted Education (SBCGE) for further consideration for gifted services. Parents are requested to complete a Parent Checklist as part of the informal indicators. The student's classroom teacher also completes a Teacher Checklist. All data collected will be used as part of the screening process. Classroom teachers and AIG teachers collect portfolio samples for referred students.

Screening for K-2

At least one of the following is used for screening:

- Completed Nomination form by a teacher, parent, or student
- Teacher's Observation of Potential in Students (TOPS) form to capture data. AIG teachers support instruction and collaborate with classroom teachers to identify and develop skills.

- Teacher anecdotal notes to document above level/extraordinary performance
- Teacher Checklist
- Parent Checklist
- School and district administered assessments
- Classroom performance and portfolios of student work
- mCLASS quarterly reading assessments

Screening for Grade 3

At least one of the following is used for screening:

- Completed Nomination form by a teacher, parent, or student
- Teacher Checklist
- Parent Checklist
- Data collected from Explorer's Program (3rd grade nurturing only)
- District administered quarterly benchmark assessments in reading and math
- Classroom performance and portfolios of student work
- Cognitive Abilities Test (CogAT): Aptitude assessment administered to all third grade students; any third graders scoring at or above 85% on any subtest or composite score on the CogAT will be given the opportunity to take the Iowa Assessments
- Iowa Assessments (Iowa): Achievement assessment in reading and math
- mCLASS quarterly reading level

Screening for Grade 4-12

At least one of the following is used for screening:

- Completed Nomination form by a teacher, parent, or student
- Teacher Checklist
- Parent Checklist
- District administered quarterly benchmark assessments in reading and math
- Classroom performance and portfolios of student work
- Prior years' EOG and/or EOC data, if available
- Nationally normed aptitude and achievement data, if available

NOMINATIONS

Nominations may be submitted for any K-12 student. Nominations must be submitted on the appropriate form. AIG nomination forms are available at every school, and nomination forms may also be downloaded from the AIG WCPSS website. Parents, teachers, or the students themselves may make nominations.

Nominations may be submitted to the AIG teacher and/or designated staff member at any time during the school year, however there are specific windows for testing if the SBCGE refers for evaluation. Testing windows are determined based upon the number of instructional days in the school calendar therefore, year round and traditional schools test at the same point in the instructional year. WCPSS administers aptitude and achievement tests only once in the fall and once in the spring.

AIG teachers post Nomination Window dates in multiple locations throughout each school. Other

places this information may be posted include school websites and AIG newsletters. Stakeholders should inquire if testing windows are not clearly communicated at the school site.

The AIG teacher and/or designated staff member must receive all nomination forms at least one week prior to the testing window so that the SBCGE can meet to review the nominations to determine if a referral for further evaluation via the AIG program is warranted.

Nominations K-2:

At least three of the following is used by the SBCGE to nominate for a referral:

- Completed Nomination form by a teacher, parent, or student
- Teacher anecdotal notes to document performance
- School and district administered assessments
- Above grade level classroom performance of student work evidenced in a portfolio
- mCLASS quarterly reading assessments (minimum level = Kindergarten/Level D; 1st Grade/Levels J- K; 2nd Grade/Levels M-N)

Nominations Grade 3

At least three of the following is used by the SBCGE to nominate for a referral:

- Completed Nomination form by a teacher, parent, or student
- Teacher anecdotal notes to document performance
- School and district administered assessments
- Above grade level classroom performance of student work evidenced in a portfolio
- mCLASS quarterly reading assessments (minimum level = Levels P-Q)
- Standardized, comprehensive, grade level, end of year assessments

Nominations Grade 4-5

At least three of the following are used by the SBCGE for referral:

- Completed Nomination form by a teacher, parent, or student
- EOG score of 85% or above
- District administered quarterly benchmark assessment data (85% or above)
- Classroom performance and portfolios of student work
- Prior CogAT and Iowa Assessments for trends in data
- Patterns of significant growth or upward trajectories over time based on formal and informal data
- mCLASS quarterly reading assessments (minimum level = 4th Grade: Levels S-T; 5th Grade: Level U)
- Standardized, comprehensive, grade level, end of year assessments

Nomination Grades 6-8

At least three of the following instruments is used by the SBCGE :

- Completed Nomination form by a student, parent, or teacher
- EOG/EOC score of 85% or above
- District administered quarterly benchmark assessment data (85% or above)

- Classroom performance and portfolios of student work
- Prior CogAT and Iowa Assessments for trends in data
- Patterns of significant growth or upward trajectories over time based on formal and informal data
- Standardized, comprehensive, grade level, end of year assessments

Nominations Grades 9-12

At least three of the following instruments is used by the SBCGE:

- Completed Nomination form by student, parent, or teacher
- EOG/EOC score of 85% or above
- District administered quarterly benchmark assessments data (85% or above)
- Classroom performance and portfolios of student work
- Prior CogAT and Iowa Assessments for trends in data
- Patterns of significant growth or upward trajectories over time based on

Referral for Grades K-12

The SBCGE reviews all nominations and makes a recommendation to refer or not to refer for evaluation. This decision is based upon a collection of student data. Standardized aptitude and achievement test scores remain current for one calendar year and these scores may be used for a referral decision. Additional testing may be needed as part of identification criteria. If a referred candidate requires testing, parents must complete and return a Consent for Evaluation form before any testing will be administered. Classroom teachers and AIG teachers collect portfolio samples for referred students.

Parents will receive a copy of the WCPSS AIG Parent Guide, which summarizes the AIG identification process and AIG Program.

Identification for Grades K-12

The process for identification has been delineated within the table in Appendix A. Included here are brief synopses of identification procedures at particular grade configurations. See also Standard 1, Practice B for specific identification criteria.

K-2 Identification

The SBCGE may recommend students for early identification in AIG if the following criteria are met:

- Portfolio with required documents as specified in the Early Identification Checklist that demonstrates consistent performance above their grade peers

AND

- Aptitude score at or above 98% on approved nationally normed standardized assessments

AND

- Achievement score in reading and/or math at or above 98% on approved nationally normed standardized assessments.

3rd Grade Identification

All WCPSS third grade students are administered the CogAT. Students who score at or above the 85th percentile on either the Composite or any subtest score on the CogAT are eligible to take the Iowa Assessments. Students who have a score of 95th percentile, or higher, on a qualifying CogAT score OR Iowa Assessment score are referred to the SBCGE for determination of eligibility. Referrals are submitted to the SBCGE to approve, deny or gather additional data for use in identification

decisions, which may include additional testing using individual aptitude or achievement assessments. See Standard 1, Practice B for additional AIG identification options.

4th-12th Grade Identification

Students referred for evaluation will participate in group aptitude and achievement assessments. Referrals are submitted to the SBCGE to approve, deny or gather additional data for use in identification decisions, which may include additional testing using individual aptitude or achievement assessments.

DISSEMINATION OF INFORMATION TO STAKEHOLDERS

AIG Program Brochures and Parent Guide

AIG Central Services Team (AIG CST) will provide AIG brochures and AIG Parent Guides. These guides outline gifted screening, referral, and identification processes and procedures for school personnel, parents/families and students to communicate effectively with these stakeholders. The AIG Parent Guide is available for any interested parent. Parents automatically receive a copy of the AIG Parent Guide if SBCGE refers a student for evaluation. Parents of all third grade WCPSS students receive a copy of the AIG Program brochure, which summarizes AIG services. AIG CST will also post on the Wake County Schools website screening, nomination, referral, and identification information. In addition, AIG CST will compile a list of Frequently Asked Questions (FAQs) for parents seeking information regarding the WCPSS AIG Program and disseminate to stakeholders.

AIG Transfer Process

Students who transfer from other states, North Carolina school districts or other WCPSS schools with no prior gifted (AIG) identification must be enrolled and actively attending a Wake County Public School before a nomination may be submitted. The AIG nomination/ referral procedures will then be followed. Students who transfer from other states or districts where they were identified as gifted (AIG) must meet Wake County's identification criteria in order to receive services within WCPSS. See Standard 1, Practice F for more information.

Planned Sources of Evidence: Redesigned AIG Program Brochure and Parent Guide (paper and on website)

- Links to AIG Program website and information posted on each school's website
- Listserv for parents used by AIG Program central services staff to disseminate information directly to parents
- AIG Resource Teachers' schedule of parents meeting sessions submitted to AIG Program Director with dates for beginning of school year
- AIG program video posted online for parent information and use by AIG teachers in parent meeting presentations

- AIG Program Brochure
- AIG Parent Guide
- AIG Identification Gateways
- School Workbooks

- FAQ's
- Parent Presentation agendas

Other Comments: Ideas of Strengthening:

AIG Central Services will monitor procedures and processes for compliance.

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 Focused Practice for 2013-2016.

Rationale: Wake County Public Schools currently employs multiple criteria for student identification but needs to be re-evaluated to ensure that gifted behaviors are recognized in the identification process for a more diverse student population. Multi-faceted evaluation procedures and Gateway options are needed to reveal student potential and giftedness in the WCPSS AIG Program, making this a focused practice. Clear communication to all stakeholders is needed to promote consistent and equitable screening, nomination, and referral of a variety of student populations, particularly those historically underrepresented.

Goals:

To reevaluate identification criteria and develop multiple gateways to AIG identification.

Description: Wake County Public Schools employs multiple criteria for student identification. The criteria includes measures that reveal student aptitude, student achievement, or potential to achieve, work samples, portfolio data, parent and teacher checklists in order to develop a comprehensive profile for each student. Wake County Public Schools has utilized multiple criteria since Article 9B became legislation, however recognizes the need to expand opportunities for program access by underrepresented populations.

Current criteria reviewed during the identification process:

- Observation – The classroom teacher must fill out the observation checklist which targets gifted behaviors for a nominated candidate. Parents also must fill out an observation checklist.
- Performance – Classroom performance information includes current grades, benchmark assessments in reading and mathematics, literacy assessments, math assessments and portfolio samples of differentiated work. Parents may submit work samples which must be replicated in the classroom setting. Any other available anecdotal information may be included.
- Student aptitude – Aptitude refers to the percentile from a nationally normed standardized test. Student aptitude scores are analyzed based on significant differences among subtest scores to determine if the Composite score or the subtest scores (Verbal, Quantitative, and Quantitative-Nonverbal Partial Composite) better reflect the student's aptitude. The Quantitative-Nonverbal Partial Composite (QN Partial Composite) better predicts achievement in mathematics and some technical domains than either the Quantitative Battery or Nonverbal Battery alone. It also allows for meaningful

score interpretation for English Language Learners (ELL) and underrepresented populations since none of the items on either the Quantitative or Nonverbal tests require language. Based on this analysis, the score best representing the student's aptitude is used for placement consideration. Individual aptitude assessments are administered when the group achievement scores suggest a need for placement but group aptitude scores do not. Therefore, a second measure of aptitude is obtained. Specific individual aptitude measures can be chosen (verbal/nonverbal) based upon the strengths of the referred student.

- Student achievement – Achievement refers to subject area tests' percentiles for a nationally normed standardized test. Individual achievement assessments are administered when group aptitude scores used for placement consideration suggest a need for placement, but the group achievement score does not. A second measure of achievement is obtained.
- AIG Gateways – WCPSS's AIG Program outlines multiple Gateways for identification into the AIG Program. See also Appendix B for AIG Gateways Table and Appendix C for AIG Gateway Flowchart

Gateway #1

- Students scoring > 95% on both a qualifying CogAT score AND Iowa total reading and/or total math score are eligible for AIG identification in the area(s) in which the scores align.

Gateway #2

- Students scoring >95% on qualifying CogAT score with Iowa reading and/or math < 95% :
- The Woodcock Johnson III will be administered in reading and/or math. The achievement areas administered are determined by the qualifying CogAT score. The subtests chosen are culturally responsive and determined based upon documented evidences provided through the referral and assessment.
- Students scoring > 95% on WJIII paired with the qualifying CogAT are identified in the area(s) in which the scores align.
- Students scoring <95% on qualifying CogAT score with Iowa reading and/or math >95% :
- Either the Reynolds Intellectual Screening Test (RIST) or the Raven Standard Progressive Matrices will be administered. The test chosen is culturally responsive and determined based upon documented evidences provided through the referral and assessment.
- Students scoring > 95% on the individual aptitude score paired with the qualifying Iowa score(s) are identified in the area(s) in which the scores align.

Gateway #3

- Students scoring > 98% on either a CogAT partial composite or a CogAT composite score are identified in reading and mathematics.

OR

- Students scoring > 98% on Iowa total reading and/or math score AND a score of > 98% on EOG/EOC scores in reading and/or math from the current or the previous school year, which align with qualifying Iowa scores are eligible for AIG identification in the area(s) in which the scores align.

Gateway #4

- Students scoring > 95% on a qualifying CogAT score, but <95% on the Iowa assessment and the individual achievement assessment from Gateway 2:
- With >95% on EOG/EOC scores in reading and/or math from the current or the previous school year, which align with the qualifying CogAT score

AND

- A Gifted Rating Scale with scores >88% in three of the five GRS scales (Intellectual, Academic, Creativity, Leadership, or Motivation)
- Students meeting the above criteria are identified in the area(s) in which the scores align.

• Students scoring > 95% on the Iowa Assessment in reading and/or math, and \neg <95% on a qualifying CogAT score and the individual aptitude assessment from Gateway 2:

- With >95% on EOG/EOC scores in reading and/or math from the current or the previous school year, which align with the qualifying Iowa score(s)

AND

- A Gifted Rating Scale with scores >88% in three of the five GRS Scales (Intellectual, Academic, Creativity, Leadership, or Motivation)
- Students meeting the above criteria are identified in the area(s) in which the scores align.

Gateway #5

- Gateway #5 is a referral made by the SBCGE for an individual psychological evaluation to be completed by the AIG psychologist. This evaluation may include individual aptitude and/or achievement assessments.
- This gateway can be accessed when portfolio data demonstrates consistent performance 1-2 grade levels above student's current grade placement who do not meet identification criteria in Gateways #1, #2, #3, or #4.
- There are circumstances under which Gateway #5 can be accessed for any student when the SBCGE determines an individual assessment is appropriate. This may include, but is not limited to:
 - Students needing individual nonverbal aptitude testing
 - Students for whom group testing is not appropriate because of diagnosed medical problems
 - Students whose group scores do not reflect the student's performance in the class (all scores <95%)
 - Students with IEP's or 504 Plans
 - Students scoring >95% on individual cognitive ability assessment and on achievement in reading and/or math are identified.
 - Students scoring >95% on the individual aptitude, but below 95% on the individual achievement can access Gateway

Planned Sources of Evidence: • Appendix A

- Appendix B
- Appendix C
- Individual Student Profiles (ISP's) for identified and students nominated, referred, but not identified
- Services for Academically Gifted Education (SAGE) data base
- Lists of Approved Tests for AIG Identification
- Completed Gifted Rating Scales
- School Based Committee for Gifted Education Meeting Minutes
- AIG Central Services decision forms

- Student AIG folders with identification documentation

Other Comments: Ideas of Strengthening:

WCPSS AIG Program will continue to evaluate the identification process.

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: Wake County Public Schools administers both traditional and non-traditional standardized measures based on current theory and research. Valid and reliable assessment instruments are used to identify students for AIG Program services. Both group and individual measures are utilized.

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

Description: Wake County Public Schools currently utilizes the following traditional and non-traditional measures to make appropriate placement decisions:

Traditional Measures

Group aptitude assessments are administered to all third graders in order to conduct a broad general screening. Group assessments are also administered to all referred students in grades 4-12.

- Cognitive Abilities Test (CogAT)
- Iowa Assessment (Iowa)

Non-Traditional Measures

Individualized assessments administered by trained AIG Teachers. AIG teachers are trained to administer the following non-traditional assessments to referred students who have a qualifying score in one area (either aptitude or achievement) but do not have a qualifying score in the other area.

Administration of an individual assessment not only gives the student another opportunity to perform on a standardized test, but the format of the testing changes from a timed group test to an untimed assessment with an individual examiner who can observe student testing behaviors.

- Reynolds Intellectual Screening Test (RIST)
- Raven Standard Progressive Matrices
- Raven Advanced Progressive Matrices
- Woodcock Johnson III Normative Update, Tests of Achievements (WJIII NU)

The psychologist for the AIG Program receives referrals for individual assessments. All K-2 referrals are evaluated by the AIG psychologist as well as referred students who have unexplained, inconsistent test/performance data, ESL/ELL students who need non-verbal assessments, special education students needing specialized individual assessments, etc. The following assessment instruments are available for use by the AIG psychologist:

- Wechsler Intelligence Scale for Children, Fourth Edition: WISC-IV
- Wechsler Nonverbal Scale of Ability (WNV)
- Stanford-Binet Intelligence Scale, Fourth Edition: SB: IV

- Reynolds Intellectual Assessment Scales (RIAS)
- Universal Nonverbal Intelligence Test (UNIT)
- Woodcock Johnson III Normative Update, Tests of Achievement (WJ III NU)
- Kaufman Tests of Educational Achievement, Second Edition (KTEA-II)
- Wechsler Individual Achievement Test–II (WIAT-II)

Planned Sources of Evidence: • Individual Student Profile (ISP) documenting assessments

- List of administered assessments
- Student AIG folder
- Testing Calendars
- AIG teacher test training agenda and materials
- Psychological referral logs kept by the AIG psychologist

Other Comments: Ideas of Strengthening:

Continue to evaluate assessments and stay abreast of current research regarding updates, re-norming, and best practices for assessments for use in gifted identification.

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: WCPSS has strong measures in place that appropriately screen and identify a majority of gifted students. Most gifted and highly gifted students are easily identified through the use of traditional aptitude and achievement tests coupled with various qualitative measures. We recognize that academically and intellectually gifted students come from all ethnic, geographic, and socioeconomic groups and that they are gifted in a wide range of academic and/or intellectual abilities. The process used to identify students in need of gifted services must be ongoing, reliant on multiple measures, free of bias, and non-exclusionary.

The Wake County Public School System is committed to identifying the academic needs of high-functioning and high-potential students from all populations. The AIG Program seeks ways to identify and implement programming and specific nurturing initiatives to improve the representation, participation, and performance of underrepresented populations. However, WCPSS recognizes a disproportionate representation of various subgroups within the gifted population in relationship to the general student population. Multiple Gateways are used for AIG identification employ several evaluation options, which are culturally responsive and break down barriers for underrepresented populations.

WCPSS AIG Department recognizes that there are many factors that impede participation in advanced programs for low income, high-ability students. Over the next three years, we will work to

remove these barriers by training educators, changing identification methods and program designs, and fostering the development of gifted behaviors in all students.

In an effort to support the identification of traditionally underrepresented populations, the gifted program has initiated several programs and trainings, including USTARS~ PLUS, training and resource materials for Jacob's Ladder Reading Comprehension Program, and training and resources from Edward Zaccaro.

Goals: • WCPSS will continue to utilize CogAT and Iowa Assessments to screen third grade students. School personnel will study disaggregated data for potential nominations.

- WCPSS will continue to use multiple criteria to identify and nurture high potential among students across all ethnic, geographic, and socioeconomic groups.
- WCPSS will utilize multiple Gateways for AIG identification with underrepresented populations.
- WCPSS will continue to use the Third Grade Explorers Model to provide opportunities for all third grade students exhibiting gifted behaviors and to nurture those behaviors among students across all ethnic, geographic, and socioeconomic groups.
- WCPSS AIG Program currently uses multiple measures that aid in the identification of students whose gifts may not be as easily recognized through the use of traditional screening instruments.
- In Grade 3 the Cognitive Abilities Test (CogAT) is administered to the entire grade level. This gives all students equal opportunity to demonstrate their thinking and reasoning abilities. WCPSS uses the CogAT profile analysis to identify the most appropriate subtest or composite scores to identify a student's strengths.
- The CogAT Quantitative-Nonverbal Partial Composite (QN Partial Composite) better predicts achievement in mathematics and some technical domains than either the Quantitative Battery or Nonverbal Battery alone. It also allows for meaningful score interpretation for English Language Learners (ELL) and underrepresented populations since none of the items on either the Quantitative or Nonverbal tests require language.
- Using Science Talents and Abilities to Recognize Students-Promoting Learning for Underrepresented Students (U-STAR~PLUS), a nationally recognized K-3 science-based observation and nurturing system, is available for use for AIG teachers and classroom teachers to uncover and grow gifted potential.
- Use of the Teacher's Observation of Potential in Students (TOPS) to identify behaviors, including both "teacher pleasing" and "non-teacher pleasing" behaviors that may impede the recognition of students' potential.
- Contingent upon available funds, WCPSS will implement the Young Scholars: Model for Success over the next three years to nurture, guide and support advance academic performance among high performing students from culturally, linguistically, ethnically diverse populations.
- Contingent upon available funds, WCPSS will implement Thinking at Every Desk: Four Simple Skills to Transform Your Children. This training provides tools to understand thinking patterns and how learning actually happens. It empowers teachers to structure learning in the most meaningful way, helping students explore new paths to knowledge. Staff development opportunities will be open to AIG teachers and classroom teachers.
- Gifted Rating Scale (GRS) provides scores based on nationally stratified age-based norm groups, allowing the user to compare children's scores to a represented U.S. sample of same aged students in the areas of intellectual ability, academic ability, creativity, leadership ability, and motivation. The GRS is used to identify gifted behaviors for students in Gateway #4.

- Contingent upon available funds, the GRS may be used to document gifted behaviors of students in need of the WCPSS K-2 nurturing program.

Description: The AIG Program uses individual assessment instruments (standardized tests) for referral and identification of students including those from underrepresented populations which may include non-verbal intelligence tests. Professional personnel are available to provide assessments in the language in which the student is most fluent. Individual aptitude and achievement assessments are administered to identify high-potential students from special populations. Circumstances under which individually administered tests are appropriate may include:

- The student has a documented medical condition or disability that may interfere with his/her ability to perform optimally in a group situation (i.e. ADD, ADHD, chronic asthma, etc.)
- The student has cultural differences, which may interfere with language usage (i.e. LEP, ESL, etc.).
- The student is from a culturally, linguistically, and/or ethnically diverse background.
- The existing group data (current within twelve months) on the student does not provide sufficient information to make the decision about the need for services.
- Student performance is higher than standardized scores indicate
- Gateways for Identification of Students including those from underrepresented populations:

Gateway #3

- Students scoring > 98% on either a CogAT partial composite or a CogAT composite score are identified in reading and mathematics.

OR

- Students scoring > 98% on Iowa total reading and/or math score AND a score of > 98% on EOG/EOC scores in reading and/or math from the current or the previous school year, which align with qualifying Iowa scores. Students are eligible for AIG identification in the area(s) in which the score align.

Gateway #4

- Students scoring > 95% on a qualifying CogAT score, but \neg <95% on the Iowa assessment and the individual achievement assessment from Gateway 2:

- With >95% on EOG/EOC scores in reading and/or math from the current or the previous school year, which align with the qualifying CogAT score

AND

- A Gifted Rating Scale with scores >88% in three of the five GRS scales (Intellectual, Academic, Creativity, Leadership, or Motivation)
- Students meeting the above criteria are identified in the area(s) in which the scores align.

- Students scoring > 95% on the Iowa Assessment in reading and/or math, and \neg <95% on a qualifying CogAT score and the individual aptitude assessment from Gateway 2:

- With >95% on EOG/EOC scores in reading and/or math from the current or the previous school year, which align with the qualifying Iowa score(s)

AND

- A Gifted Rating Scale with scores >88% in three of the five GRS Scales (Intellectual, Academic, Creativity, Leadership, or Motivation)

- Students meeting the above criteria are identified in the area(s) in which the scores align.

Gateway #5

- Gateway #5 is a referral made by the SBCGE for an individual psychological evaluation to be completed by the AIG psychologist. This evaluation may include individual aptitude and/or achievement assessments.
- This gateway can be accessed when portfolio data demonstrates consistent performance 1-2 grade levels above student's current grade placement who do not meet identification criteria in Gateways #1, #2, #3, or #4.
- There are circumstances under which Gateway #5 can be accessed for any student when the SBCGE determines an individual assessment is appropriate. This may include, but is not limited to:
 - Students needing individual nonverbal aptitude testing
 - Students for whom group testing is not appropriate because of diagnosed medical problems
 - Students whose group scores do not reflect the student's performance in the class (all scores <95%)
 - Students with IEP's or 504 Plans

In addition to the Gateway options, the SBCGE is responsible for verifying that:

- Students with an Individual Education Plan (IEP) will be provided with appropriate accommodations and modifications as directed by the IEP, in accordance with Programs for Exceptional Children
- Students with a 504 Plan are tested as directed by the 504 Plan with appropriate accommodations and modifications in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

The SBCGE and the IEP team meet to determine appropriate services for the twice exceptional student. Twice exceptional students are identified as academically or intellectually gifted and also meet criteria for exceptional children services such as autism, learning disabled, visually impaired and other health impaired (attention deficit hyperactivity disorder, etc).

The SBCGE, school personnel, AIG Teachers, and AIG CST collaborate to determine the most appropriate services for highly gifted students. Individualized plans, which vary from other identified program services may be created for these very few students.

Planned Sources of Evidence: • Data regarding formally identified students from underrepresented populations

- Individual Student Profiles (ISP)
- Data from Third Grade Explorers Program
- Nonverbal and alternative assessment measures
- IDEP identifications
- Professional development agendas and rosters
- Observation data from USTARS~ PLUS and P.E.T.S.
- Contingent upon funding, data from Young Scholars and Thinking at Every Desk

Other Comments: Ideas of Strengthening:

Continue to research and implement best practices for gifted program identification, etc.

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: Wake County Public Schools ensures consistency in implementation of screening, referral, and identification processes within the LEA with the AIG Central Services Team and the Record Review procedures to make identification and placement decisions for all students referred by the individual schools. The program supports the use of group assessments for all third grade students, and uses this information to provide information for various programs. AIG teachers at each school receive training and oversee the School Based Committee for Gifted Education nomination, referral and identification processes.

Goals:

Continual evaluation of screening, referral, and identification processes within the LEA to maximize potential and growth for all students.

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

Description: • Students are screened across all schools based on student performance and characteristics of gifted learners.

- All referrals are reviewed by the SBCGE to ensure consistency of the referral and identification process. If a student is referred to the SBCGE, the committee reviews all standardized test data and performance data to determine the student's eligibility for program service options in reading and/or mathematics.
- All SBCGE identification decisions are reviewed by the AIG CST during Record Review in collaboration with the AIG Teacher at the school. This process ensures consistency and equity across the district with AIG identification criteria.
- The Services for Academically Intellectually Gifted Education (SAGE) software application developed for Wake County Public Schools AIG Program provides a consistent structure for organizing and reporting identification data. This tool allows direct data entry by AIG teachers, and import of CogAT and Iowa Assessment test data.
- Identification Procedures are documented and communicated in AIG Program Plan.
- AIG Teacher training in test administration and interpretation is provided by AIG psychologist.

Planned Sources of Evidence: • Individual Student Profiles

- Parent presentations
- SAGE website data
- AIG website
- Fall, Spring, and 3rd Grade Record Review Schedule
- eSchools courses
- SBCGE minutes and notes

Other Comments: Ideas of Strengthening:

Contingent upon funding, the AIG Program will hire an AIG Data Manager or AIG Processing Technician to assist in compilation and analysis of data.

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: In accordance with state law, the Wake County Public School System has developed a procedure for resolving disagreements between parents and the school system when a child is not identified as an AIG student or concerning the appropriateness of services offered to the AIG student. These procedures relate to the processes of student nomination, referral, evaluation, identification, and the availability of approved service options.

Goal:

To provide a procedure for resolving disagreements that is clearly communicated to stakeholders.

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

Description: Parents have an opportunity to provide input about their child's specific needs, and they are informed of the recommendations made by the SBCGE. There are several stages during the decision-making process in which parent permission is obtained and documentation is provided for parent review. At each stage parents are informed about the recommendations for the student's need for differentiated educational services:

- If the student is **NOMINATED**, but **NOT REFERRED** for further evaluation, the following documents serve to inform the parent of this decision:

1. AIG Parent Guide
2. Nomination Results, Notice to Parents
3. Individual Student Profile (ISP) copy

- If the student is **REFERRED** for evaluation, but **NOT IDENTIFIED** as needing differentiated services, then the following documents serve to inform the parent of this decision:

1. AIG Parent Guide
2. Prior Notice and Parent Consent for Evaluation
3. Individual Student Profile (ISP) copy
4. Nomination Results, Notice to Parents

- If the student is **IDENTIFIED** for differentiated services and a Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP) is recommended, then the following documents serve to inform the parent of this decision:

1. AIG Parent Guide
2. Prior Notice and Parent Consent for Evaluation
3. Individual Student Profile (ISP) copy
4. Prior Notice and Initial Consent for Services
5. Once identified, students service plan will be outlined in the Differentiated Education Plan (DEP) and/or Individual Differentiated Education Plan (IDEP)

Procedures to Resolve Disagreements Regarding AIG Decisions

Parents have the right to disagree with the recommendations made at any of the following stages: Nomination, Referral, and/or Identification. The following procedures for resolution of such disagreements have been established in Article 3 of Chapter 150B of the NC General Statutes and by Wake County Public School System Board Policy 6520 on student grievances.

1. The parent may make a written request for a conference with the School Based Committee for Gifted Education (SBCGE) to discuss concerns about the recommendation for identification or services.

At a School Based Committee for Gifted Education meeting:

- a. Parents may provide additional documentation for consideration by the SBCGE.
 - b. The SBCGE will share documentation used to support the committee decision and review additional documentation.
2. If the disagreement is not resolved at the SBCGE conference, then the parent may make a written request within thirty days for a conference with the principal. The principal will:
- a. Review the recommendation with the SBCGE chairperson.
 - b. Grant the conference within five school days of the request.
 - c. State their position in writing within five school days of the conference.
3. If the grievance is not resolved through the conference with the principal, the parent may appeal in writing to the AIG Program Director. The AIG Program Director will:
- a. Review all documentation concerning the unresolved issue.
 - b. Review the grievance within five days of the appeal.
 - c. Respond in writing within ten days following the review.
4. If the grievance is not resolved through the conference with the AIG Program Director, the parent may appeal in writing to the Senior Director of APS. The Senior Director of APS. will:
- d. Review all documentation concerning the unresolved issue.
 - e. Review the grievance within five days of the appeal.
 - f. Respond in writing within ten days following the review.
5. If the grievance is not resolved through the conference with the AIG Program Director, then the parent may appeal in writing to the Area Superintendent. The Area Superintendent will:
- a. Review all documentation concerning the unresolved issue.
 - b. Review the grievance within five days of the appeal.
 - c. Inform the Deputy Superintendent for School Performance of the grievance.
 - d. Respond in writing within ten days following the review.

6. If the grievance is not resolved through the conference with the Area Superintendent, the parent may appeal in writing to the Superintendent. The Superintendent will:
- a. Review all documentation concerning the unresolved issue.
 - b. Review the grievance within five days of the appeal.

- c. Respond in writing within ten days following the review.
7. If the grievance is not resolved through the review of the Superintendent, then the parent may appeal in writing to the Wake County Public School System Board of Education within ten school days following the written response from the Superintendent. The Board of Education will:
 - a. Review all documentation concerning the unresolved issue within ten days.
 - b. Offer a final written decision within thirty days after review.
8. In the event that the grievance procedure fails to resolve the disagreement the parent may file a petition for a contested case hearing (Article 3 Chapter 150B of the General Statutes).

The purpose of the review is to determine if:

- The school administrative unit improperly failed to identify the student as an academically/intellectually gifted student, or
- The plan has been implemented inappropriately with regard to the student.

Following the hearing the administrative law judge shall make a decision that contains findings of fact and conclusion of law. Notwithstanding the provision of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

AIG Transfer Process

Students who transfer from other districts or schools with no prior gifted (AIG) identification must be enrolled and actively attending a Wake County Public School before the student may be nominated. The AIG nomination/ referral procedures will then be followed.

Students who transfer from other districts where they were identified as gifted (AIG) must meet Wake County's identification criteria.

- The Academically or Intellectually Gifted (AIG) Program in Wake County identifies students in reading/language arts and/or mathematics.
- Identification in another school system does not transfer as automatic identification in WCPSS.
- Transfer students who have been previously identified and served in gifted programs in other districts are guaranteed a referral to the AIG Program in Wake County.
- The identification criteria must include both aptitude and achievement test scores and meet the identification criteria as stated in Gateway 1 or 2.
- The scores used for identifying a transfer student in grades 3-12, must have been obtained during or after the student's third grade year.
- Students with scores meeting WCPSS identification criteria, but prior to the student's third grade year, will receive temporary AIG services until current evaluation data can be obtained. Students must meet WCPSS AIG identification criteria on current evaluation data to continue AIG services. The scores used for identification must have been obtained within 12 months of each other.

Once a student is enrolled and attending a Wake County School, the School Based Committee for Gifted Education (SBCGE) will meet to review with all available records to determine if there is

enough data to make an AIG identification decision. This meeting should be held within 10 school days. If the data documenting previous AIG services is present and meets WCPSS AIG Identification criteria, a recommendation for services can be made. Performance data, Parent and Teacher Checklists, do not need to be collected for these students.

Temporary AIG placement occurs when:

- All prior AIG identification tests and scores from the previous district meet the WCPSS AIG identification criteria.
- Students with scores meeting WCPSS identification criteria, but prior to the student's third grade year, will receive temporary AIG services until current evaluation data can be obtained. Students must meet WCPSS AIG identification criteria on current evaluation data to continue AIG services.

AIG Placement for Transfer students does not occur when:

Prior AIG identification data does not meet WCPSS AIG identification criteria.

- Students who transfer into WCPSS with no qualifying aptitude or achievement scores will not receive AIG services.
- These students will be referred for evaluation during the next testing window. Differentiated services will be provided in the regular education classroom by the classroom teacher, while formal and informal data can be gathered.

Reevaluation Procedures

- Students identified prior to their third grade year, will need to be reevaluated.
- All K-3 AIG identified students will take the CogAT and Iowa Assessment during their third grade year. This will serve as their reevaluation for AIG services.
- Students who do NOT meet the identification criteria will exit the AIG program. They will not continue to be served in the AIG Program.
- Students meeting third grade AIG identification criteria will continue to receive AIG services. The student's IDEP will be transitioned to a Differentiated Education Plan (DEP). Their service delivery will be outlined in the DEP for grades 4-12.
- Middle School reevaluation will occur if requested by SBCGE. This may occur when:
 - Student performance indicates no need for service at the Annual Performance Review.
 - Student performance indicates a need to gather data for education planning in consideration for whole grade advancement.

Exiting Procedures from AIG Program at SBCGE request:

1. Parent conference to review student performance data and concerns
2. Instructional Support Plan is written in collaboration with all SBCGE members, including parents.
3. The Instructional Support Plan is implemented for one full semester.
4. SBCGE documents student performance and results of implemented strategies. The SBCGE will recommend one of the following:
 - Continuation of AIG Services
 - AIG services no longer needed
 - Temporary inactive status
 - Student continues to receive AIG services and during reevaluation process
 - Following the reevaluation, the SBCGE determines need for differentiated services through the AIG

program.

Exiting Procedures from AIG Program at parent request:

A parent may request in writing for a student exit from the AIG Program without a reevaluation. The SBCGE will meet with the parents to discuss request.

Planned Sources of Evidence: • AIG Parent Guide

- AIG Program Brochure
- AIG Plan
- Consent for Evaluation form
- Consent for Service form
- Instructional Support Plan
- Individual Differentiated Education Plan
- Differentiated Education Plan
- SBCGE minutes
- Temporary Placement form

Other Comments: Areas of Strengthening:

The AIG Department will continue to evaluate procedures to resolve dispute, as well as the transfer policy.

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: Differentiated curricula and instructional practices outlined in this plan align with the National Association for Gifted Children (NAGC) Pre-K through Grade 12 Gifted Program Standards, North Carolina AIG Program Standards adopted by the North Carolina State Board of Education, and the goals of the Wake County Academics Division and the Wake County Strategic Plan.

Services for Academically or Intellectually Gifted students in WCPSS, as determined by their learning characteristics and areas of giftedness, include differentiated curricula and instructional opportunities directed toward the unique needs of the gifted learner. These services enrich and extend the North Carolina Standard Course of Study and span grades K-12 in Language Arts and Mathematics through real world applications. Students may access above grade-level curricula through content-based or grade-based accelerative practices as outlined in WCPSS BOE Policy 5532.

At the middle school level, WCPSS compacts mathematics classes to allow students to progress more rapidly through the Common Core Curriculum. Students can complete three years of mathematics content in a two year span during the regular instructional calendar

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

Description: The AIG Program supports the development and implementation of differentiated curricula and instruction based on a synthesis of nationally research-based models and theories. Students receive differentiated curricula and instruction that is greater in depth and complexity. Service delivery options for gifted learners create challenging opportunities for optimal student growth. AIG resources are embedded in WCPSS's Curriculum Management Application (C-MAPP) allowing all teachers opportunities to enrich and extend the Common Core Curriculum. AIG teachers and regular education teachers develop and implement high-quality, comprehensive curricula which include the components of in-depth content, assessments, grouping strategies, teaching activities, learning activities, products, resources, extensions, and differentiation. Differentiated curricula and instruction align with Differentiated Education Plans (DEPs) or Individual Differentiated Education Plans (IDEPs).

Planned Sources of Evidence: • School AIG Plan

- Differentiated Education Plans
- ISPs

- Student Work Samples
- Curriculum Management Application (C-MAPP)
- DPI AIG Wiki
- WCPSS AIG PB Works Curriculum Bank
- Teacher Toolbox for Planning Rigorous Instruction
- AIG teacher Curriculum Bank
- Additional Enrichment Units for AIG Teachers to utilize in grades 3-8 for Language Arts and 3-5 for Mathematics aligned with the Common Core Curriculum
- Develop Enrichment Units for AIG Teachers to utilize in math at the middle school level aligned with the Common Core Curriculum
- Magnet School AIG School Plan identified service delivery method

Other Comments: Ideas of Strengthening:

The WCPSS AIG Program will expand our AIG Curriculum Bank to include enrichment units for AIG Teachers to utilize at the middle school level aligned with the Common Core Curriculum.

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: An AIG identified student may require curriculum modifications to adjust levels of learning so that they are challenged and/or enriched beyond the rigor of the Common Core. Therefore, students are placed into appropriate learning environments that match their needs and align with the School AIG Plan. The AIG program provides a wide variety of services for AIG identified students that address and support instructional practices for advanced learning. These practices are intended to incorporate a variety of strategies for providing depth, complexity, sophistication, abstraction, and problem-based learning. In addition, WCPSS AIG Program will nurture potential among non-traditionally non-identified students to enrich and develop their natural gifted tendencies. See Appendix D.

The Co-Teaching and Collaborative Consultation model, commonly referred to as push-in, provides benefits to meet the needs of a diverse student population. Two teachers in a classroom improve the teacher-to-student ratio. Additionally, both co-teaching and consultation offer opportunities for diversifying classroom instruction and methodology. The model has been adopted for diverse populations including at-risk students, gifted and talented students, and English language learners. The best approach to implementing this model is to use a continuum of services depending on the needs of student populations, teacher skills in co-teaching and instructional strategies, and other influencing factors such as, but not limited to, social and emotional needs of the students. In this fluid and flexible process, each student receives instruction in the regular classroom to address his or her unique learning needs. Some gifted students may need to participate in enrichment and extension activities outside of the regular education classroom, commonly referred to as pull-out, to meet their

individual needs.

GOALS:

The AIG teacher will increase the amount of co-teaching and collaboration within the classroom to address ability levels of students through differentiated curriculum and strategies. The AIG teacher will utilize and share a variety of evidence-based practices that are used with gifted learners and facilitate learning based on a student's identified abilities, readiness, interests, and learning profiles. The majority of instruction for gifted services will be provided via the push-in model.

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

Description: The AIG Teacher collaborates with regular education teachers to provide differentiated curriculum and instruction for AIG students in the regular education classroom through a push-in. The Elementary AIG teacher provides direct services to students in grades four and five who have been identified through the AIG identification process. The Middle School AIG Teacher will provide direct services to students in grades six through eight who have been identified through the AIG identification process. The majority of instructional time AIG Teachers will push into classrooms to meet individual student needs (Co-Teaching and Collaboration Model). AIG Teacher schedules must be flexible and fluid to retain the ability to modify his/her schedule for serving students as well as to ensure that the AIG responsibilities are also completed with fidelity.

Nurturing Programs

Contingent upon funding, the AIG Program Staff will implement programs such as the Young Scholars Program and Thinking at Every Desk: Four Simple Skills to Transform Your Classroom that develop and nurture potential among non-traditionally served students. Program personnel plan to strengthen the implementation of these programs at each school through staff development opportunities for teachers throughout WCPSS. This training will include the rationale for using these programs, strategies for implementation as well as advanced opportunities for non-traditionally served students. Once implemented, WCPSS will monitor the effectiveness of these programs by collecting data.

Current nurturing services offered by Wake County Schools are as follows:

Grades K-2

- Primary Education Thinking Skills (P.E.T.S.)
- Kids Into Thinking (KITS)
- USTARS-Plus
- Flexible grouping opportunities for students demonstrating potential in reading and/or math
- Rtl Tiers

Nurturing Programs to be implemented by WCPSS AIG Program contingent upon funding:

- Young Scholars Model Program
- Thinking at Every Desk: Four Simple Skills to Transform Your Classroom

Over the next three years WCPSS will implement the Young Scholars Model to promote the nurturing of continuous academic growth in schools considered to be high impact schools. High impact schools are defined as schools with the number of identified gifted students below the national average of 6%.

The first goal of this model is to identify giftedness in children from diverse cultural, ethnic, and linguistic backgrounds as early as possible. Their classroom teachers in collaboration with the AIG Teacher assigned to each school identifies the Young Scholars. Through systematic observations of all students, anecdotal records, and a careful review of portfolios of student work, classroom teachers in Kindergarten through grade two, identify and nurture students who have gifted potential, (i.e., an ability to think, reason, and problem solve at a level that is advanced in comparison to their peers). Historically, these students have lacked access to gifted services, advocates for their high potential, and affirmation of their advanced abilities.

The second goal of the Young Scholars Model is to nurture, guide, and support the development of the Young Scholars' exceptional potential. Once identified, Young Scholars receive challenging curriculum and instruction in a supportive and stimulating educational setting that is responsive to cultural, ethnic, and linguistic differences. The teachers in the Young Scholars schools collaborate, plan, and design learning experiences that connect to the students' diverse cultural, ethnic, and linguistic backgrounds. Basic skills are strengthened through lessons that require students to think and apply knowledge on a higher, more complex level.

WCPSS will implement Thinking at Every Desk: Four Simple Skills to Transform Your Children. This training provides tools to understand thinking patterns and how learning actually happens. It empowers teachers to structure learning in the most meaningful way, helping students explore new paths to knowledge. Staff development opportunities will be open to AIG teachers and classroom teachers.

Current Services and Curriculum Options for Grades 3-5:

- Primary Education Thinking Skills (P.E.T.S.) (Grade 3)
- The Third Grade Explorers Model provides opportunities for students to demonstrate gifted behaviors.
- Jacob's Ladder Higher Level Thinking and Comprehension Skills Program Level 1-3 (Grades 2-6)
- Cluster grouping for students who demonstrate high potential based upon benchmark assessments, classroom performance, etc.
- In-Class/Across Class flexible grouping (student movement based upon current data to encourage development of potential)
- Professional development provided for AIG and other teachers to support the learning characteristics and gifted behaviors of students from underrepresented populations
- Use of Gifted Rating Scales for additional evidence for underrepresented populations via Gateway #4
- AIG Teachers mainly employ the Co-Teaching and Collaboration model for direct service delivery
- WCPSS AIG Program disseminates information to parents of identified AIG students to inform them of outside opportunities for enrichment.

The Differentiated Education Plan (DEP) outlines the service available and how the student's individual needs will be met based on area of identification. Elementary student DEPs are developed at the beginning of each academic year. Students identified in grade K-3 will have an Individualized Differentiated Education Plan (IDEP). The AIG teacher in collaboration with regular education teachers develops both types of plans. The DEP and IDEP are reviewed, and amended, as needed during the academic year.

Current Services and Curriculum Options for Grades 6-8

- Jacob's Ladder Reading Comprehension Program Level 4 & 5 (Grades 7-9)
- Edward Zaccaro Math Resource Books to supplement instruction and encourage open-ended problem solving, providing math student with a tool belt of problem solving strategies
- AIG Teachers pull-out students and/or push-in to the classroom for direct service delivery
- In-class/Across-class flexible grouping
- Course selection options
- Single Subject Acceleration
- Curriculum Compacting
- Differentiated Instructional Units/Centers in order to link between content and real world applications in core curriculum to extend the NC Standard Course of Study
- Individualized assignments are offered to meet individual and cultural learning needs to demonstrate gifted behaviors
- Instructional units/centers, resource classes offered by the AIG teacher for AIG identified students, team teaching and/or Co-Teaching and Collaboration between AIG teachers and the regular classroom teachers, and school-based enrichment.
- NC Virtual Public School course options
- WCPSS AIG Program disseminates information to parents of identified AIG students to inform them of outside opportunities for enrichment.

The Differentiated Education Plan (DEP) outlines the service available and how the student's individual needs will be met based on area of identification. Middle school student DEPs are developed at the beginning of each academic year. The AIG teacher in collaboration with regular education teachers develops both types of plans. The DEP is reviewed, and amended, as needed during the academic year.

Current Services and Curriculum Options for Grades 9-12

- Students self-select courses based upon interests, strengths, needs
- Honors and AP courses
- IB courses, if available
- NC Virtual Public School
- Early College Entry/Dual Enrollment
- Early Graduation

Planned Sources of Evidence: • AIG School Plans

- DEP for grades 4-8
- IDEP for grades K-3
- Toolbox for Planning Rigorous Instruction
- Curriculum Management Application (C-MAPP) Enrichment options
- DPI AIG Wiki
- AIG Curriculum Bank
- AIG teacher modeling in the regular classroom setting
- Student portfolios
- Student D

Other Comments: Descriptions of Current Service Delivery Options

A variety of differentiated instructional strategies and methods are utilized within program options to offer modifications that develop high levels of thinking and accommodate individual interests, achievement levels, and learning styles.

Cluster Grouping for Instruction

Elementary and middle school principals, in consultation with the SBCGE, elementary teachers and middle school teams, assign AIG students to regular education classrooms in clusters for the majority of gifted education services. Students are assigned to clusters based on similar needs. Students are placed in cluster groups based on their identification in language arts and/or mathematics.

Differentiated curriculum and instruction is provided in the clusters to AIG students. The classroom teachers and the AIG teacher will work together to align appropriate instruction for AIG students.

Cluster grouping is an instructional strategy that is documented on individual AIG Service Delivery Plans and on Differentiated Education Plans (DEP) for identified students.

In elementary and middle schools, the AIG Teachers provide direct services to students through the implementation of the Co-Teaching and Collaboration Model. AIG teachers will devote the majority of instructional time within the classroom (push-in). Some elementary students may need additional direct services outside the regular classroom (pullout). AIG teachers meet regularly with classroom teachers to collaborate and to plan for differentiated curricula to meet the needs of identified students.

Flexible Grouping for Instruction

Flexible grouping is an instructional strategy that is documented on each school's Academically or Intellectually Gifted Service Delivery Plan and on Differentiated Education Plans (DEPs) for identified students. Grouping is used to facilitate appropriate instruction. Flexible groups allow for modification of curricula and instruction according to common ability, readiness levels, learning styles, and/or interest of students. Identified students will have opportunities to be grouped flexibly without being separated from the rest of their classmates. This may include flexible in-class or across-class groupings for differentiated activities or units. Students may be pre-assessed to form groups based upon common and specific needs in specific curricular areas. Groups are formed, as needed, to assist differentiated curricula and instruction. Teachers meet regularly with the AIG Teacher to plan for flexible grouping instruction. Principals are responsible to ensure that appropriate clustering is a part of the school plan and is implemented correctly in the best interest of all students.

AIG teachers will work in collaboration with regular education teachers to develop resources, procedures, processes, and to implement strategies that provide challenge and enhance the quality of curriculum for gifted and highly capable students. Teachers enrich and extend the curricula to facilitate higher-level learning goals aligned with the Common Core.

Some examples of essential elements of differentiated instruction:

- Co-Teaching and Collaboration for instruction (See Appendix D)
- Schoolwide Cluster Grouping Model (See Appendix E)
- NAGC ED Cluster Grouping (See Appendix F)
- Gifted Child Quarterly (See Appendix G)
- Differentiation of Content, Process, and Product
- Development of Critical and Creative Thinking Skills
- Model lessons for best practices
- Effective questioning
- Tiered lessons and assignments
- Independent study contracts
- Open-ended problem solving

- Socratic Seminar
- Compacting curriculum using pre-assessments and post-assessments

Many acceleration opportunities offered in WCPSS do not require an AIG identification for participation which should open the opportunity for all students.

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: Gifted students require differentiated curriculum and instruction based on the characteristics of gifted learners.

GOALS:

It is the goal of the AIG program to identify and recommend supplemental resources for all teachers that can be utilized for the growth of AIG identified students and/or highly capable students.

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

Description: There are a variety of differentiated curricular, instructional, and resource materials available to AIG Teachers, and regular education teachers which incorporate research-based models and methods as follows:

- WCPSS Curriculum Management Application (C-MAPP)
- AIG PB Works site for differentiated instruction and curricula
- Kids Into Thinking Skills (KITS) differentiation resources - Grades K-3
- Student Engagement Strategies
- Teacher Toolbox for Planning Rigorous Instruction
- Variety of resource books and programs aligned with AIG Program initiatives, and current research in gifted education such as U-STARS~Plus, Zacarro's Problem-Solving resources, P.E.T.S., and Jacob's Ladder Reading Comprehension Program K-8.

Planned Sources of Evidence: • AIG Curriculum Bank

- AIG School Workbook
- Professional Development and training provided for and/or by AIG teachers
- Professional Development Resources list
- Professional library

Other Comments: Ideas of Strengthening:

Continue to increase professional library materials to support and enhance the AIG Program.
Continue to develop classroom resources to support differentiation.

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 Focused Practice for 2013-2016.

Rationale: AIG Teachers work with Professional Learning Teams and collaborate with classroom teachers and content specialists in their schools to support the integration of 21st century skills and assist in the development of learners who are globally competitive. This collaboration is most effective when co-teaching and collaborative models are used. 21st century content and skills will be embedded in curriculum over the next three years.

Goals: AIG staff will foster the development of 21st century skills by integrating technology and opportunities to develop critical thinking skills within a real world context. They will describe and share possible implementation strategies with stake-holders.

Description: In order to promote the development of critical thinking and 21st century skills in a real-world context, as outlined in the statement of this practice, curriculum units are applied appropriately and differentiated for advanced learners. Additionally, AIG teachers will assist classroom teachers in researching and including digital resources in core curriculum.

Planned Sources of Evidence: • Consultation and Collaboration Model

- Adaptive Curriculum Units
- CMAPP Enrichment Units

Other Comments: Areas of Strengthening:

WCPSS AIG Program will collaborate with the Academic Department to research and implement the use of digital portfolios.

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: WCPSS classroom teachers regularly use pre and post assessments to determine students' learning needs. Appropriate formative and summative assessment data will be used to guide instruction. AIG teachers will collaborate with classroom teachers to analyze data regarding students' interests, classroom performance, achievement, and/or learning preferences for planning

appropriate differentiated instruction. Walkthrough observations and analysis of student work samples from regular education classrooms may indicate a need for additional support and professional development for classroom teachers in the use of assessment for planning differentiated instruction. Maximum student growth occurs when students' learning style preferences are matched with appropriate instructional practices.

GOALS:

To increase the use of multiple intelligence data and students' learning style preferences to drive instructional practice. The AIG teachers will work collaboratively with classroom teachers to use a balanced assessment approach including research-based pre-assessments, formative, diagnostic and summative assessments to inform instructional decisions in a variety of courses. The AIG teacher will use data and observation to determine needs for additional support in the regular education classroom.

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

Description: AIG Teachers work with Professional Learning Teams in schools to support the analysis of ongoing student assessment data. Formative assessments and county-wide benchmark assessments are used regularly in addition to other classroom assessments, tests, projects, grades and performance to determine need for planning differentiated learning opportunities.

AIG teachers monitor AIG student achievement and growth, and collaborate with classroom teachers and administrators to achieve goals and facilitate further growth in a variety of subject areas. Using data based decision making, AIG teachers and classroom teachers will improve teaching and learning to increase student performance.

Planned Sources of Evidence: • mCLASS data

- Student Portfolios
- Math predictor-EVAAS
- EOG growth data for AIG students
- Formative and summative assessments
- Learning Style Inventories
- Multiple Intelligences Surveys
- Cog AT Profiles

Other Comments: Areas of Strengthening:

Continue to refine practices of using learning styles to drive instruction for student growth. Design curriculum that incorporates the development of multiple intelligences.

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: Research tells us that for gifted students school pressures, whether externally or internally imposed, are often more intense than for their peers and can cause them to engage in behaviors that hinder their ability to take learning risk, and persist when faced with truly challenging learning tasks. Some advanced learners are faced with true challenge for the first time as curriculum and learning tasks become increasingly rigorous in the district. Therefore, it is important for teachers and educators to be aware of particular social and emotional characteristics of advanced learners. It is important that educators address the social and emotional needs of the gifted learner in a manner to support healthy affective growth, as well as academic development. It is also the role of the AIG program to support parents, teachers, and other staff in recognizing and meeting these needs.

Goals: The AIG teacher will increase awareness and support the social and emotional needs of the AIG student by creating affective curricular and instructional practices to share with classroom teachers and other school personnel.

Description: While collaborating with colleagues in developing content, Gifted Education Specialists can increase awareness of social and emotional characteristics common among gifted learners. Actions to address this goal include:

- Providing information on social and emotional needs of gifted students in different media forms such as websites and PTA news to all stakeholders.
- Introducing ways to respond to social and emotional needs of these learners while designing differentiated units and lessons.
- Building awareness of these needs among counselors in planned PD sessions and solicit their help in addressing these with students, teachers and parents.
- Bringing in guest experts for community forums on meeting complex needs of gifted children, contingent upon funding
- Integrating social and emotional elements into units of study that support the development of AIG children as well as equip classroom teachers to do so as well.

Planned Sources of Evidence: • Curriculum units which address social and emotional needs of gifted learners

- Guest speaker(s) to address the social and emotional needs of gifted learners with both AIG teachers and parents of AIG students
- Parent Handout: TIP-ical Kids: Cognitive and Affective Characteristics of High Ability Children and Youth

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 Focused Practice for 2013-2016.

Rationale: The development of gifted behaviors at a young age is critical for achievement and development of full potential. Highly capable children may not be able to demonstrate their advanced learning potential until they have access to enriched learning opportunities. Regular education teachers do not have a background in gifted behaviors; therefore they often do not recognize the capabilities of students from underrepresented populations. The AIG Program provides opportunities and resources that nurture the gifted behaviors of young students at the K-3 level, while supporting classroom teachers in recognizing potential in all students.

According to the National Association for Gifted Children (NAGC), "bright children who enter school behind or with some academic weaknesses still can learn at a faster rate and with less repetition than typically developing children. Instruction that proceeds slowly with small increments of knowledge will neither engage nor motivate these students, nor will it allow their advanced problem solving and reasoning abilities to become obvious to teachers."

Goals: By providing opportunities and resources that nurture gifted behaviors of young students, the AIG program will cultivate and develop the potential of young (K-3) students through purposeful and intentional strategies and differentiated curriculum and instruction.

Description: The AIG Program recognizes that highly capable children may not be able to demonstrate their advanced learning potential on tests or other performance assessments until after they have access to challenging curriculum and enriched learning opportunities. WCPSS is cognizant of the need for nurturing programs in order to develop critical thinking and problem solving skills.

Below is a summary of WCPSS AIG Program Nurturing Initiatives

K-2 Model:

- Consultation and Collaboration between AIG teachers, who are trained in recognizing gifted behaviors, and classroom teachers, to identify students with advanced learning potential.
- Differentiated curriculum and instruction resources provided to regular education teachers as requested
- C-MAPP Enrichment Lessons
- Use of instructional resource books and/or programs which include, but are not limited to
- Jacob's Ladder
- P.E.T.S.
- Kids Into Thinking (KIT) Units
- U-Stars~Plus

Contingent upon funding, WCPSS AIG Program will implement the following nurturing programs, which also address the social and emotional needs of the gifted learner:

Young Scholar's Program for Talent Development:

- Nurture, guide and support advance academic performance among high performing students from culturally, linguistically, ethnically diverse populations.
- Promote the notion of nurturing continuous academic growth in schools that are considered to be high impact schools. High impact schools are defined as schools with the number of identified gifted students below the national average of 6%.

- Identify giftedness in children from diverse cultural, ethnic, and linguistic backgrounds as early as possible. The Young Scholars are identified by their classroom teachers in collaboration with the AIG Teacher assigned to each school. Through systematic observations of all students, anecdotal records, and a careful review of portfolios of student work, classroom teachers in Kindergarten through grade two identify and nurture students who have gifted potential, (i.e., an ability to think, reason, and problem solve at a level that is advanced in comparison to their peers). Historically, these students have lacked access to gifted services, advocates for their high potential, and affirmation of their advanced abilities.
- Once identified, Young Scholars receive challenging curriculum and instruction in a supportive and stimulating educational setting that is responsive to cultural, ethnic, and linguistic differences. The teachers in the Young Scholars schools collaborate, plan, and design learning experiences that connect to the students' diverse cultural, ethnic, and linguistic backgrounds. Basic skills are strengthened through lessons that require students to think and apply knowledge on a higher, more complex level.

Thinking at Every Desk: Four Simple Skills to Transform Your Children

- Provides tools to understand thinking patterns and how learning actually happens. It empowers teachers to structure learning in the most meaningful way, helping students explore new paths to knowledge. Staff development opportunities will be open to AIG teachers and classroom teachers.

Third Grade Explorers Nurturing Model

The Wake County Public School System AIG Program includes a unique nurturing component for all third grade students. Throughout the academic year, the AIG teacher works in partnership with all third grade teachers to provide a variety of in-class experiences in language arts and mathematics designed to elicit high academic performance. All third grade students participate in whole class experiences. As the year progresses, students who demonstrate potential in these in-class experiences receive advanced and enriched learning opportunities. Student groups remain flexible and fluid throughout the school year to allow students with varying strengths and gifts to benefit from higher level instruction from a gifted specialist. This also provides the opportunity for the AIG teacher to develop work samples demonstrating higher-order and problem solving skills. This can be used as part of the student's portfolio to support the need for AIG identification.

Student data collected during the implementation of Explorers Nurturing Model are an integral part of the identification process for third grade students. Selected work samples are designated for inclusion in the student portfolio.

There are a variety of differentiated curricular, instructional, and resource materials available to AIG Resource Teachers and regular education teachers that incorporate research-based models and methods.

- Revised Kids Into Thinking Skills (KITS) differentiation resources - Grades K-3.
- Explorers Model Lessons - Grade 3
- Instructional Differentiation from Preparation to Implementation
- Teacher Toolbox for Planning Rigorous Instruction
- Student Engagement Strategies Resource
- Variety of Resource books aligned with AIG Program initiatives, Academics Division Initiatives, and current research in gifted education.
- P.E.T.S.
- Jacob's Ladder

Planned Sources of Evidence: • AIG Curriculum Bank

- Differentiation Resources
- Student Portfolios
- Professional Development Resources
- USTARS~ Plus Professional Development
- Young Scholar's Program, contingent upon funding
- Thinking At Every Desk: Four Simple Skills to Transform Your Classroom, contingent upon funding

Other Comments: Ideas of Strengthening:

Implement with fidelity and use data to guide; seek ways to expand and infuse future work.

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: The knowledge and expertise of professional staff is critical to the development of comprehensive differentiated curricula that is aligned appropriately with the NC Standard Course of Study and provides necessary rigor and challenge.

GOALS:

AIG teachers collaborate and promote communication with classroom teachers and other professional personnel, including, but not limited to, exceptional children's personnel, in order to promote a shared responsibility to meet the needs of gifted students and to establish clear roles for various personnel. These partnerships will also create awareness and possible solutions for identifying students in underrepresented populations.

Intentionally include intervention strategies to address the needs of gifted students as district RtI implementation progresses.

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

Description: AIG teachers and/or AIG program staff will collaborate with appropriate school personnel in order to meet the needs of all identified students, including students who are dually identified. AIG teachers should be invited to attend IEP or 504 meetings for dually identified students. The classroom teacher, in collaboration with the AIG teacher, will prescribe appropriate strategies and targeted interventions to address individual needs and foster increased success. AIG Central services staff will participate in various district level groups/teams including, but not limited to, RtI, Literacy, Magnet, and Academics.

Planned Sources of Evidence: • Professional Learning Team efforts and notes

- Collaboration with Raising Achievement and Closing the Gap (RACG)
- School Based Committee/Rtl Team meeting notes
- Individual Education Plans (IEPs)
- 504 Meeting Minutes
- Personalized Educational Plan (PEP)
- Individual Differentiated Education Plans (IDEPs)
- Differentiated Education Plan (DEPs)
- District level team/committee notes and/or agendas

Other Comments: Areas of Strengthening:

Continue to infuse AIG program staff into various group meetings and activities to better serve students.

Practice I

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

This practice is a Focused Practice for 2013-2016.

Rationale: The AIG Plan provides structure for service delivery and annual review of student performance and achievement to ensure appropriate service to meet student needs. AIG teachers will continue to use the DEP to facilitate communication with parents, teachers, and students about how differentiation occurs.

Goals: AIG teachers will annually develop IDEPs for K-3 identified students and DEPs for grades 4-12 identified students to meet the needs of identified students.

Description: Reviews of each AIG elementary and middle school identified student are conducted in collaboration with classroom teachers to determine student needs. As a result of this collaboration, IDEPs/DEPs are created at the beginning of each academic year to address the needs of the individual student. AIG teachers will provide parents with a copy of the IDEP/DEP. Parents have the opportunity to request a conference to review the services outlined in the IDEP/DEP. Any identified students experiencing academic difficulty in K-12 will be provided with an Instructional Support Plan in an effort to encourage, assist, and promote their academic success.

The High School Differentiated Education Plan (HS-DEP) indicates areas of service for students in grades nine through twelve. A copy of the high school DEP is provided to parents of identified students at the end of the eighth grade academic year. Accelerated high school students are served through honors and advanced placement classes and International Baccalaureate classes, if available.

2/4/2014

Planned Sources of Evidence: • School Based Committee for Gifted Education meeting notes

- Differentiated Education Plans (DEP's)
- Individualized Differentiated Education Plans (IDEP's)

Other Comments: Ideas of Strengthening:

Increase communication with families; consider changes in the DEP process in eighth grade to have the DEP information available for high school registration. We will continue to work on effective ways to increase communication with all stakeholders.

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: In order to appropriately serve approximately 27,000 identified gifted students as well as nurture the academic potential of K-3 students, AIG personnel should include a Director, four Coordinating Teachers, an AIG Psychologist, and an AIG Secretary at the central services level.

GOALS:

WCPSS AIG staff seeks to recruit and retain program personnel with NC AIG licensure. Continue to evaluate job duties and revise job descriptions of program personnel to ensure the most effective utilization of resources and provisions for services to students. Program budget will be re-evaluated to better utilize resources to adjust and/or increase the months of employment allotments for each school as well as add staff at the central services level to better support schools and the district.

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

Description: The AIG licensed Central Services Staff work to develop and monitor the implementation of the AIG Plan. The AIG Advisory Committee, administrators, teachers, students, and parents will provide ongoing feedback. All AIG Central Services Staff will be employed twelve months to oversee all aspects of the AIG program including budget and communication. AIG Central Services Staff collaborate with stakeholders, including other Academic Department colleagues, to support schools on all instructional calendars: Tracks 1-4 year round, modified, year- round, and traditional.

2013-2014 AIG Central Services Staff:

- Director
- Four Coordinating Teachers
- AIG Psychologist
- AIG Secretary

Teachers who are AIG licensed are employed for specific months of employment at each elementary and middle school within WCPSS. The AIG teacher serves as the SBCGE chair at their assigned school. The AIG teacher also directly serves students through a hybrid model including both push-in and limited pull out. The AIG teacher will work collaboratively with classroom teachers to plan and provide appropriate levels of differentiation for any student, but especially for AIG identified students.

Planned Sources of Evidence: Job descriptions of the AIG Director, AIG Teacher, AIG Coordinating Teacher, AIG Psychologist, and AIG Secretary

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: AIG licensed professionals are educated in best practices in meeting the needs of gifted and highly capable students. AIG teachers assist in nurturing and identifying students who demonstrate gifted characteristics. The AIG Director establishes allotments, monitors and utilizes funding to support gifted programming. AIG Central Services Staff support school staff including AIG teachers and Administrators. AIG teachers and administrators are responsible at the school level to appropriately implement the WCPSS AIG plan and adhere to related WCPSS Board of Education (BOE) policies and applicable state laws. Additional monitoring will ensure fidelity and consistency in serving the academic, intellectual, and social /emotional needs of gifted learners by appropriately implementing the local AIG plan.

Goals: To continually review and evaluate AIG staff, specifically AIG teachers' roles, schedules, and responsibilities in supporting the academic, intellectual, and social/emotional needs of gifted learners. The AIG program will seek ways to increase the numbers of appropriately licensed staff to continually improve program implementation to best serve students at all levels.

Description: AIG teachers hold an add-on AIG license issued by the North Carolina Department of Public Instruction. These educators have specific training regarding the academic, intellectual, social, and emotional characteristics and/or needs of gifted learners. These professionals are also trained to identify characteristics in students with high potential who may not typically be identified in gifted programs. The AIG teacher is an expert at the school for differentiation and provides professional learning sessions to assist other staff members at the school site to appropriately serve AIG identified and other highly capable students. The AIG teachers are hired by and report directly to the Principal at the school site. District level AIG staff is hired by and report to the AIG Director. The Senior Director of the Academic Programs and Support (APS) division within Academics supervises the AIG Director and oversees all aspects of the AIG program.

AIG Teachers provide direct services to students through the implementation of the Co-Teaching and Collaboration Model. AIG teachers will devote the majority of instructional time within the classroom (push-in). Some elementary students may need additional direct services outside the regular classroom (pullout). AIG teachers meet regularly with classroom teachers to collaborate and to plan for differentiated curricula to meet the needs of identified students.

Planned Sources of Evidence: • AIG Teachers' Schedules

- AIG School Quarterly Workbook
- Evaluations by school administrators reported in NCEES
- Job descriptions

Other Comments: Ideas of Strengthening:

District supported professional learning opportunities for AIG and classroom teachers specifically aimed at developing high cognitive skills to promote growth of all students. Collaborate regarding district initiative around creating student portfolios.

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: Focused AIG Professional Development (PD) is necessary to meet AIG student needs. Currently, AIG PD is recommended but not mandatory for classroom teachers who serve formally identified AIG students. WCPSS AIG Staff will participate as part of Response to Instruction (RtI) at various levels to assist in utilizing all students' strengths and providing support as needed. Research supports establishing nurturing programs early in the educational career of students which will lead to increased growth. Professional learning on how to nurture children, and activating the multiple intelligences, is vital to developing critical thinking and problem solving skills for early learners. Gifted education professional development and follow-up will be embedded throughout AIG Professional Learning Teams (PLT), various PLTs, including other program staff, and school level PLTs.

Goals: Determine the length of time and variety of ways PD can be provided to WCPSS staff. Provide ongoing PD for all AIG program staff on the strategies and teaching models provided in this plan to support school level professional development. Provide instructional resources for all AIG program staff to support school level professional development.

Description: WCPSS AIG Central Services Staff is responsible for disseminating AIG program information and training throughout the district. Area Superintendents, Principals, AIG teachers, and classroom teachers are responsible for the administration and implementation of the AIG program and differentiation of curriculum and instruction.

Over the next three years, PD courses, including follow-up activities will be offered to personnel involved with AIG programs and services, including classroom teachers, exceptional children's personnel, counselors, and school administrators.

Gifted licensure is recommended and encouraged for teachers of gifted cluster groups and required of AIG teachers. High school Advanced Placement (AP) and Honors level teachers will meet College Board requirements, and IB teachers will earn either the IB certificate in teaching and learning, or the IB advanced certificate in teaching and learning research.

Through professional development the following will be supported:

- AIG District Staff will design appropriate policies, services, and professional development for AIG teachers.
- Area Superintendents and School Administrators will assess AIG program services and assess teacher effectiveness in developing potential of gifted students and differentiation of instruction. AIG Central Services Staff will educate administrators on monitoring the use of AIG Months of Employment for fidelity in program services as described in the AIG plan. Administrators will be provided professional support in the implementation of the Co-Teaching and Collaboration push-in service model to promote growth for all students.
- AIG and classroom teachers will provide appropriately differentiated learning experiences for gifted and highly capable students.
- AIG Teachers in collaboration with school counselors implement will support the social and emotional needs of gifted students.

Possible Models for completing Professional Development include:

- In-service workshops, conferences or institutes facilitated by the AIG Program or Academics Division
- Individual and/or PLT follow-ups after district-wide or school-wide professional learning opportunities
- Embedded Professional Development during AIG district or school-based staff development
- Webinars, National Association of Gifted Children's Web-based Gifted Education Learning Modules
- On-line PD opportunities (district and/or commercially created) as available
- Workshops, conferences, or courses offered by universities, DPI, or other recognized educational organizations
- Site visits and observations by classroom teachers (with administrative approval)
- Collaboration for training with AIG staff, other school-based specialist in PLTs, grade level meetings, or school staff meetings

Planned Sources of Evidence: • Professional Growth Plans

- Evaluations from NCEES
- E-Schools transcripts
- On-line Course Registrations
- Professional Learning Session agendas/materials
- Rtl for Gifted Children (Appendix I)
- Rtl for Gifted Children Update (Appendix J)

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: District-wide PD will increase overall instructional rigor and the use of best practices that have previously been found primarily in gifted programs. While refreshing and retraining themselves,

AIG teachers will participate in and support classroom teachers in this work. With the high number of gifted students in the district, and our primary service delivery method of differentiated instruction in the regular classroom, our professional development priority must be deepening teachers' understanding and use of differentiated instruction in the classroom. Such training will also support our district's RtI initiative. In addition, nurturing services within our K-3 classrooms must be priority as well so that all students are reviewed for possible inclusion within the gifted program. Therefore general education teachers, need to be re-introduced to and/or learn strategies for teaching gifted students and nurturing academic potential. Our priority is twofold; every AIG teacher provides support to all teachers of gifted clusters and AIG teachers will refine the delivery of LEA gifted professional development to classroom teachers at their assigned school, prioritizing teachers of cluster groups. AIG central services staff and AIG teachers will be responsible for developing a consistent process to train K-3 classroom teachers in nurturing pedagogy to increase awareness of underrepresented populations needs and general misconceptions about gifted students.

The district is not currently supporting general education teachers with tuition or other incentives for acquiring AIG licensure, so there are no expectations for great increases in the number of AIG licensed teachers. Even so, we will continue to explore partnerships with AIG licensure programs and seek tuition incentives through the Public School Foundation (PSF) or possible grants.

Goals: • AIG students will be placed in cluster groups for service in their identified area, Reading and/or Math, or both when in regular education classes. Special consideration must be given to size of cluster groups for management of co-teaching/collaboration by the AIG teacher and classroom teacher.

- Clusters in regular, mixed-ability education classes will consist of at least four identified gifted students. The cluster group teacher will have the opportunity to receive training and will cooperatively plan with the AIG teacher in how to best meet the needs of AIG and highly capable students.
- Building level administrators will facilitate scheduling classes to ensure differentiation of student instruction through grouping and collaboration. Special attention will be needed by administrators to support AIG teachers for appropriate learning environments that are matched with the AIG plan.
- AIG teachers will partner with administration to ensure effective student placement and completely support the fidelity of the AIG School Plan in each elementary and middle school.
- AIG teachers and counselors will review and monitor AIG student placement throughout the school year to ensure program fidelity and student well being.
- AIG teachers will communicate with stakeholders, specifically parents, about all aspects of the AIG program as well as serve as the liaison between AIG Central Services and their school site.

Description: Gifted licensure is required for all AIG teachers and District AIG positions. AIG licensure is highly recommended for teachers of gifted cluster groups. The WCPSS Academics Department and/or AIG program staff will offer opportunities for classroom teachers to participate in professional development to meet specific needs of AIG and highly capable students in general education/cluster groups. The professional development will align with evidenced-based state and national recommendations for gifted education as well as align with district adopted NC Standard Course of Study. School Administrators will appropriately cluster group AIG students are based on their area(s) of identification.

Teachers of cluster groups should use the Common Core Curriculum as a basis for student pre-assessment and adjust instruction according to students' strengths, interest and developmental levels with respect to reading and or math service level. Curriculum for identified students should be

different from the curriculum offered to the general education students qualitatively per their differentiated education plan. This does not mean additional content, but rather allowing for a greater depth of knowledge of content and/or independent study within content.

Planned Sources of Evidence: • District list of licensed AIG teachers

- School schedules of cluster grouped classes
- Documented PD participation in eSchools
- AIG School plans
- AIG School Workbooks

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG Program professional development is aligned with the WCPSS strategic directives and initiatives to support and promote optimal student learning and teacher and principal effectiveness.

GOALS:

Collaborate with various departments/programs to ensure that educators have tools and resources to best serve formally identified students as well as foster and serve those students who are highly capable.

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

Description: Professional development is a collaborative effort of the Academics Division, Data and Accountability, the Office of Professional Learning, and the AIG Program. The professional development plan aligns with the National Association for Gifted Children (NAGC) Standards, Pre-K-Grade 12 Gifted Program Standards, North Carolina AIG Program Standards established by the Department of Public Instruction Exceptional Children Division, and the recommendations from the Curriculum Management Audit. Professional development will include skills in progress monitoring and utilization of data for AIG services as well as utilizing WCPSS district formative assessments to better serve the needs of AIG students according to their differentiated educated plans. School Improvement Plan (SIP) teams are strongly encouraged to consider the alignment of AIG and professional development as school plans are created. Professional development for AIG support will be designed considering recommendations from the WCPSS AIG program audit of Spring 2013. AIG teachers in collaboration with school administrators will encourage and lead implementation of best practices for gifted education.

AIG Teachers

The AIG Central Services Staff and other educators develop and implement academic programs and rigorous, relevant curricula that equip students with the knowledge, skills, and dispositions needed for success in meeting 21st century challenges. The AIG Program designs and implements ongoing

professional development for AIG teachers to increase expertise by providing:

- appropriate differentiated curricula and instruction for gifted and highly able learners embedded in the Common Core Curriculum and North Carolina Essential Standards
- extensions and enrichment curricula aligned with the NCSCOS
- consultation services to all classroom teachers
- professional development to school personnel, as requested

The AIG Program provides classroom teachers learning opportunities specific to the potential, characteristics, and needs of gifted learners from kindergarten through twelfth grade. The AIG Program also provides opportunities for ongoing differentiation training through the Co-teaching and Collaboration Model to teachers of kindergarten through eighth grade students. AIG Program Staff collaborates with the Central Services High School Team to support high school classroom teachers with differentiation.

AIG Teachers support classroom teachers as they review, reflect upon, and refine their use of differentiation in managing curricula, instruction, and assessment to promote optimal student growth and achievement.

Elementary and middle school AIG Teachers focus on teaching and learning in their schools. They facilitate multiple forms of job-embedded, learner-centered, professional development. The AIG teachers share knowledge and best practices, develop rigorous and relevant curriculum, and contribute to the development of collaborative learning cultures to support student success through positive nurturing relationships. AIG teachers will operate within the hybrid push-in/pull out model for optimal for academic, intellectual, social, and emotional student growth.

Planned Sources of Evidence: • Professional development training modules

- Professional development schedules
- AIG Meeting Agendas
- Extension and Enrichment units
- Lesson plans denoting specific differentiation opportunities
- Student portfolios

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Greater challenge for advanced learners cannot be assumed simply because Common Core Standards are more rigorous. These standards require well thought out curriculum and units of study that embed varying degrees of challenge in anticipation that some learners will need to go deeper and farther. Our effort to align professional development with state and national standards is a continual process.

GOALS:

To equip WCPSS AIG teachers and other educators with skills and strategies based on most current research to best serve all students, specifically gifted and highly capable students. To attend and state and national conferences to network and increase resources to more appropriately serve gifted students.

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

Description: The professional development plan aligns with the National Association for Gifted Children (NAGC) Standards, Pre-K-Grade 12 Gifted Program Standards, North Carolina AIG Program Standards established by the Department of Public Instruction Exceptional Children Division, and the recommendations from the Curriculum Management Audit.

The priority of the NC State Board of Education is that every public school student will graduate from high school, be globally competitive for work and postsecondary education, and be prepared for life in the 21st Century. AIG Program goals support this vision of preparing future ready and globally competitive students through Common Core Standards and North Carolina Essential Standards. AIG Program resources, units of study, assessment and professional development opportunities align with this vision and are evidenced in C-MAPP.

Increased participation of district staff with AIG colleagues in NC Region 3 and the entire state and NC DPI as well as increased participation in state and national conferences to network and attain most recent information will enhance the total programming and support the development of the most effective program staff.

Planned Sources of Evidence: • Professional development agendas

- State and national standards
- C-MAPP
- Agendas from state and national conferences

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: PLCs and other small group models can provide opportunities for AIG specialists and other teachers to plan to collectively apply their learning to designing dynamic classroom experiences for students. Regularly designated time for this work is critical, and principals must ensure that such time is allotted.

Professional development that is ongoing and job-embedded is available and offered as requested. It encourages collaborative planning and teaching among elementary and middle school AIG Teachers and classroom teachers.

GOALS:

AIG teachers and other AIG program staff will have opportunities to plan and implement best practices for professional growth in addition to fostering high growth for all students.

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

Description: In the Co-Teaching and Collaboration Model, the AIG teacher works with classroom teachers to plan and deliver appropriately differentiated curricula and instruction that include the in-depth study of complex and sophisticated content aligned with NCSCOS. This encourages students display products that reflect their abilities while applying complex thinking and questioning. Teachers apply strategies and refine units of study to benefit each learner.

AIG teachers are encouraged to coach, implement, and reflect upon best practices in gifted education and upon professional learning experiences.

Planned Sources of Evidence: • PLT agendas

- Collaborative teaching data i.e. lesson plans, project rubrics, etc.
- AIG meeting agendas
- Student work samples

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 Focused Practice for 2013-2016.

Rationale: Services for identified gifted students need expansion. Research indicates that gifted students need interaction with intellectual peers on a regular basis in order to develop to their highest potential. Therefore, gifted students require contact with the AIG teacher in the area(s) of identification. In addition, skills to increase and provide cognitive challenges are beneficial for all students. Consequently, push in programs in all classrooms need to be increased to allow nurturing of gifted behaviors and higher level thinking highly capable students.

Goals: Develop and design appropriate instructional support for highly gifted students, such as:

- Focused planning for differentiated instruction between AIG teachers and classroom teachers to prepare successful push in instruction.
- Pull out instruction for problem based learning, long- and short-term projects, independent study, learning contracts, and more direct contact and support from AIG teachers will allow identified AIG students time with their intellectual peers..
- Push in and pull out services are most appropriate in meeting the needs of both the highly capable and identified AIG students.

Description: The AIG School Plan drives the services offered at each school. Options offered by individual school plan can include cluster grouping, in-class flexible grouping, cross class grouping within grade level, curriculum compacting, differentiated instructional units, and content differentiation. These services allow highly capable and gifted students optimal learning opportunities. The AIG teacher will offer delivery service through the following methods: Resource class (pull out), team teaching (push in), consultation and collaboration. Cluster grouping of AIG students and highly capable students is imperative for a successful push in model.

Planned Sources of Evidence: • AIG School Plan

- Differentiated Education Plans
- Individual Differentiated Education Plans
- Professional Learning Team Meeting Minutes
- Acceleration and Enrichment opportunities noted on DEPs and Progress Reports

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: The AIG Program programs and services are an extension of the NC Standard Course of Study. AIG services further enrich and extend Common Core standards in reading and mathematics. AIG curriculum resources are provided to each school to enhance the curriculum.

GOALS:

The AIG Program will align the following resources with NC Standard Course of Study on CMAPP: Jacob's Ladder Reading Comprehension Program, Primary Math, Challenge Math, and Real World Algebra.

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

Description: The AIG Program has developed newly aligned curriculum units of study in mathematics and reading. The AIG Program Bloom's Taxonomy is embedded in professional development provided for AIG teachers to increase higher level thinking skills and problem solving abilities.

Planned Sources of Evidence: AIG Curriculum Bank
Professional Development Agendas/Materials
CMAPP
Bloom's materials available for all schools

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 AIG Program aligns offered services with the goals of the NC Standard Course of Study.

GOALS:

The WCPSS AIG program should infuse best practices for gifted students in service delivery as a model for use with all students for growth benefits.

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

Description: The AIG Program staff collaborates with the Academics Department in the development of enrichment units housed in C-MAPP to provide integrated enrichment and extension lessons and opportunities for all teachers to plan effectively. The AIG Program supports the appropriate use of accelerative and grouping practices and differentiated curriculum and instruction. AIG program staff at the district and school levels will support the infusion of gifted programming best practices through discussions, models, and teaching practices.

Planned Sources of Evidence: • C-MAPP

- School Service Delivery Plans
- Differentiated Education Plans
- WCPSS AIG Website

Other Comments: Ideas of Strengthening:

Additional enrichment units in middle school mathematics will be written to support academic growth for high ability students.

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 Focused Practice for 2013-2016.

Rationale: WCPSS AIG Program recognizes the need for clear communication for all stakeholders. With the transition of our new plan and the implementation of new identification criteria, procedures, and policies, all pertinent information will need to be updated and clarified to ensure consistency throughout the district.

Goals: To ensure clear and consistent communication with all stakeholders, the AIG Central Services will develop a presentation to disseminate information regarding AIG services. This presentation will be used by AIG teachers to inform stakeholders about delivery of differentiated services and instruction for AIG students. In addition to this presentation, AIG teachers will utilize a variety of methods such as school websites, newsletters, etc. to communicate all facets of the AIG program to stakeholders at each school site.

Description: The AIG Central Services staff will participate in principals' meetings, Area Superintendents' meetings, and IRT meetings to provide information about goals and service delivery expectations outlined in the district's AIG Program Plan. AIG resource teachers at each school will provide annual sessions at the beginning of the school year to inform school administrators and school staff about the AIG program, share strategies for differentiating instruction, and lead related staff development. AIG teachers will post information on their individual school websites and school newsletters. Communication with school and district personnel will occur through several venues. The venues will include workshops, presentations, websites, and publications. AIG program staff will

infuse program information with as many other programs and departments as applicable and solicit feedback for continuous improvement.

Planned Sources of Evidence: • Individual School Websites

- AIG Teachers' Quarterly Responsibilities Reports
- AIG School Newsletters
- School Staff AIG Presentation materials
- Meeting Agendas

Other Comments: Ideas of Strengthening:

AIG Central Services Staff plan to expand use of social media to communicate with stakeholders in addition to seeking more opportunities to invite stakeholders for specific sessions regarding the local program and specific information for supporting a gifted program and students.

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: WCPSS AIG Program recognizes the importance of continued service delivery for AIG students especially as they transition from one school to another, for example, elementary to middle school, to ensure effective communication between teachers during the transition.

Goals: During spring meetings, the AIG Program Central Services Staff will facilitate Professional Learning Teams (PLTs) between feeder schools (Elementary and Middle) (Middle and High School) to ensure effective continuation of AIG services.

Description:

- The AIG resource teacher will provide updates to their school to inform staff and teachers of upcoming nomination and testing windows, identification procedures and current service delivery components.
- AIG teachers will meet at least twice a year within their regional PLTs to discuss issues and concerns and share solutions in order to provide effective AIG services.
- AIG Central Services Team will facilitate a meeting in the spring between feeder schools where AIG teachers will discuss the following:
 - the needs of each identified AIG student (i.e. social/emotional, academic strengths and weaknesses, accelerative needs, etc.) with the AIG teacher at the receiving school .
 - other students who need to be monitored and considered for nomination and referral at the receiving school. These students may include but are not limited to students from underrepresented groups who are demonstrating gifted behaviors and high growth.

Planned Sources of Evidence: • PLT Minutes

- Meeting Agendas

- SBCGE Meeting Notes for Transition Schools

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: The AIG Program recognizes the importance of communication and collaboration between staff members and parents in order to provide appropriate service differentiation for identified AIG students. Ultimately the success of this collaboration is dependent upon the school culture and administrative facilitation. Historically, collaboration between all personnel has worked best at those schools where principals guide its success. Principals can support and ensure collaboration by dedicating time for this work. Social workers, counselors and school psychologists should be included in these efforts especially for families that are more likely to be overlooked via traditional communication means.

GOALS:

The AIG Central Services Staff will continue to work closely with principals during this plan cycle to foster more consistent collaborative relationships in providing differentiated programming and services.

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

Description: AIG teachers work in collaboration with regular education teachers, Special Education Teachers and other school staff to develop and implement resources, procedures, processes and strategies that provide challenge and enhance the quality of curriculum for gifted students. AIG Central Services Staff will work with the Exceptional Children Services Staff, Academics Program, English Language Learners and other specialists at the Central Services level to keep them informed about AIG differentiated services and programming. The AIG Program staff regularly plans with instructional staff and has ongoing communication with parents and other professionals to ensure appropriate services for students.

Planned Sources of Evidence: • AIG School Delivery Plan

- AIG Teacher Quarterly Responsibilities/workbook
- Meeting Agendas and Minutes

Other Comments: Ideas of Strengthening:

Continually request, accept and utilize feedback from stakeholders while continuing to seek ways to communicate effectively to the diverse population within the school district.

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: The unique social-emotional needs of gifted students require dedicated attention from educators and parents. The AIG Program recognizes these needs and will provide additional training to discuss the social and emotional needs of gifted students. Additional time, professional development, and collaboration with other agencies and personnel are required to strengthen knowledge of the social-emotional needs of gifted students. According to Olszewski-Kubilius and Clarenback, authors for the NAGC, *Unlocking Emergent Talent: Supporting High Achievement of Low-Income, High-Ability Students*, "the 'gifted' label carries many connotations that are not welcomed in the same way by all students and their families...The label may also set one apart from peers resulting in unintended negative consequences such as isolation and bullying."

Goals: The AIG Central Service Team (AIG CST) will offer staff development on the unique social and emotional needs of gifted students for all AIG teachers, parents, and administrators in WCPSS. AIG CST will collaborate with school counselors in providing regular social and emotional support for the gifted students.

Description: Gifted students have very unique needs dealing with the social and emotional aspects. School counselors are a great resource to help address the needs of the students. District AIG staff and AIG teachers will establish a relationship with the Psychologist/Social worker staff as well as the school counselors. This collaborative relationship will yield resources for use with students in addition to the creation of presentation for students and parents. The information will highlight unique needs of gifted learners and share strategies and resources for coping with the special needs. This presentation will be available at the beginning of the school year and as needed thereafter. The school counselor will be available to address any issues students might have during the school year as related to the social and emotional needs of the gifted students. AIG staff will serve as support as needed for students, parents, and school staff in regards to these special issues.

Planned Sources of Evidence: Agendas from presentations such as:

- Presentation by Dr. Rick Courtwright, Duke Talent Identification Program, on the Social and Emotional Needs of the Gifted Learner for AIG teachers and Parents
- Presentation from AIG Central Service Team to all school counselors concerning the Social and Emotional Needs of Gifted Learners
- AIG teachers and School Counselors will collaborate to create and present staff development to their faculty concerning the Social and Emotional Needs of Gifted Learners.
- Breaking Down Barriers Chart (Appendix H)

Other Comments: Ideas for strengthening:

WCPSS AIG staff will continue to research and disseminate information regarding the social/emotional needs of gifted learners.

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: Gifted students have a need and a right to advance through courses of study at a pace that accommodates and accelerates their learning appropriate to their interest and capability. Schools have a charge to meet these needs by offering options for accelerated study. WCPSS BOE policies 6230 and 5532 specifically address these learning opportunities.

GOALS:

The WCPSS AIG Program will create a system of checks and balances for consistent implementation of accelerative practices throughout the entire school district for program fidelity and equity of access. To create a culture of respect for AIG students and programming with the understanding that strategies and skills best for gifted learners can benefit all learners. Under local policy and state law, maintain the ability to build programming services for individual students as needed.

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

Description: Staff will insure that students with demonstrated and documented need for acceleration receive academic opportunities to proceed more rapidly through the usual progression of required skills and objectives for a given grade level or course of study. Through accelerative practices, students have the opportunity to work above the assigned grade level and complete studies at an earlier age when deemed appropriate.

District-wide Differentiated Learning Opportunities

Teachers in WCPSS will be trained using Effective Teaching Framework (ETF) to assist in meeting student needs within the classroom in order to provide differentiated opportunities for all learners.

Framework for Accelerative Practices

There are two categories for acceleration; Content-based and Grade-based. The distinguishing feature between the two categories is whether the accelerative intervention shortens the number of years that a student spends in the K-12 system.

1. Content-based Acceleration typically allows a student to remain with peers of the same age and grade for the majority of the school day, but receive higher grade-level instruction in an advanced grade. Content-based acceleration can also refer to allowing a student to work on higher grade-level instruction in his regular classroom in lieu of grade-level instruction. The types of content-based acceleration are as follows:

a. Curriculum Compacting (K-12): A student is pre-assessed at the beginning of a unit of study or standard to determine proficiency. If proficient, the student should engage in advanced content and skill development in that area, or another area, while remaining in the current course of study. This accelerative practice focuses on enrichment within a specific content area for depth of knowledge.

b. Dual Enrollment (6-12): WCPSS middle or high school students have the opportunity to take

approved courses for high school credit at regionally accredited institutions, including institutions of Higher Education (IHE), NCVPS, and non-WCPSS secondary schools. Courses taken must provide opportunities not currently available to the student at the middle school or high school, including courses of an advanced or expanded nature. The base school will award high school graduation credit and grades when the official grade report for the course taken is received at the base school. Quality points will be calculated as defined in the WCPSS high school program-planning guide. The student's official high school transcript will include grades and credit earned through dual enrollment. For students in grades 9-12, the grades earned through dual enrollment will factor into the Cumulative Grade Point Average (GPA) and class rank. Reference WCPSS BOE Policy 5534.

c. Advanced Placement (AP) (9-12): The AP program offers college-level coursework for students as early as middle school. AP exams allow students to earn university credit and/or advanced university standing based on the examination score. The state weighting system adds the equivalent of two quality points to the grade earned in the AP/IB course. See State Board Policy HSP-L-004 & GS 116-11(10a).

d. NC Virtual Public School (NCVPS): NCVPS provides students the opportunity to enroll in courses that they cannot take at their local school. NCVPS offers high school and middle school credit acceleration course options. Reference WCPSS BOE Policy 5534.

e. Individual Subject Acceleration (ISA)(K-5): ISA is the practice of assigning a student to a higher-grade level than is typical given the student's age, for the purpose of providing access to appropriately challenging learning opportunities.

f. Credit by Demonstrated Mastery (6-12): A student shall demonstrate mastery through a multi-phase assessment consisting of (1) a standard examination or a final exam developed locally, and (2) an artifact which requires the student to apply knowledge and skills relevant to the content standards. Local Education Agencies (LEAs) may require additional requirements, such as performance tasks. Based upon this body of evidence, a student may be awarded credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time.

g. International Baccalaureate – Middle Years Programme (MYP) 6-10: The MYP is a whole-school 6th-10th grade curriculum at East Millbrook Magnet Middle School, East Garner Magnet Middle School, Millbrook Magnet High School and Garner Magnet High School. After the tenth grade, students have the opportunity to participate in the Diploma Programme, which is an 11th-12th grade program that fulfills the North Carolina graduation requirements through an internationally-normed curriculum (See International Baccalaureate Diploma Programme).

h. International Baccalaureate – Diploma Programme (DP) 11-12: Advanced students may participate in the IB Diploma Programme if they have taken all of the prerequisite courses. At the end of high school the students are required to complete internationally-assessed examinations, a 4000-word extended essay and 300 Community/Action/Service (CAS) throughout the two-year programme. Some universities offer college course credits upon the successful completion of the Diploma Programme.

*Students interested in participating in the MYP and/or the DP would need to participate in Magnet Programs application process unless the interested student(s) currently reside within the base area of

the school.

2. Grade-based Acceleration includes strategies that typically shorten the number of years a student spends in the K-12 system. A student is placed on a full time basis in a higher-grade level than is typically given for the student's age for the purpose of providing access to appropriately challenging learning opportunities.

a. Early Kindergarten Entry (EKE): A child who has reached his /her 4th birthday by April 16, may participate in Kindergarten early, if he or she demonstrates an extraordinary level of academic ability and maturity. The child must meet specific requirements set forth by the LEA prior to conditional enrollment for entering kindergarten early. The process as outlined in WCPSS EKE documents must be followed to ensure the most appropriate placement decision is made. See GS 115-364(d) & WCPSS BOE Policy 6201:School Admissions

b. Whole Grade Advancement (WGA): WGA typically shortens the number of years a student spends in the K-12 system. In practice, a student is placed, on a full-time basis, in a higher-grade level than is typical for the student's age. The student is placed for the purpose of providing access to appropriately challenging learning opportunities. Grade-based acceleration is commonly known as "grade skipping," but it can include other means to shorten the number of years a student remains in the K-12 school system. The exception is early entrance to kindergarten, which does not shorten the number of years the student spends in the K-12 system but shortens the wait time to start school. WCPSS will provide whole-grade acceleration options to exceptional students that meet the standards set by the district.

Students may be considered only if the following can be clearly demonstrated and confirmed, as defined by the Iowa Acceleration Scale 3rd Edition.

- A. Academic achievement in all areas of the curriculum
- B. Intellectual ability
- C. Social and emotional maturity
- D. Persistence and motivation
- E. Acceleration is determined to be in the best interest of the student

Students that do not meet the standards for whole-grade acceleration may be eligible to participate in other forms of acceleration.

c. Early College High School: Early College means students take college courses at local colleges as well as the courses required to earn a high school diploma over a five year period. Early Colleges blend high school and college in a rigorous, yet supportive program, compressing the time it takes to complete a high school diploma and the first two years of college.

d. Early High School Graduation: Early High School Graduation is the practice of facilitating the completion of the high school program in fewer than four years for the purpose of providing earlier than typical access to post-secondary educational opportunities.
See also WCPSS Board Policy 5532.

Planned Sources of Evidence: • Board Policy 5532 Acceleration and Academic Advancement

- Documentation from Early Entry Packet and Applicant data
- Whole Grade Advancement documents and Data regarding recommendations decisions

- Advanced Placement Student Participation data
- Graduation Data
- Dual Enrollment Data
- Accelerative Practice Data

Other Comments: Ideas of Strengthening:

Document and evaluate closely the data regarding participation and results of participation in the approved accelerative practices so that the most appropriate decisions are being made for students. Research and evaluate accelerative practices that may be added to benefit students.

Practice I

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

This practice is a Focused Practice for 2013-2016.

Rationale: The Wake County Public School System is committed to identifying the academic needs of high-functioning and high-potential students from all populations regardless of identification in the AIG program. We believe it is imperative to support emergent talent as early as possible, establishing a commitment to achievement at an early age. Capable children may not be able to demonstrate their advanced learning potential on tests or other performance assessments until after they have access to challenging curriculum and enriched learning opportunities. We can serve and support our underrepresented children through nurturing in order to build vocabulary, develop thinking skills and problem solving abilities.

Goals: To increase the use of differentiated curriculum and instructional practices that nurture gifted intelligent behaviors in traditionally underrepresented populations.

Description: Proposed Services for Traditionally Underrepresented AIG Populations: Contingent upon availability of funds, WCPSS AIG Program will implement the Young Scholars Model and Thinking at Every Desk: Four Simple Skills to Transform Your Children over the next three years.

The Young Scholars Model promotes the notion of nurturing continuous academic growth in schools considered to be high impact schools. High impact schools are defined as schools with the number of identified gifted students below the national average of 6%.

The first goal of this model is to identify giftedness in children from diverse cultural, ethnic, and linguistic backgrounds as early as possible. The Young Scholars are identified by their classroom teachers in collaboration with the AIG Teacher assigned to each school. Through systematic observations of all students, anecdotal records, and a careful review of portfolios of student work, classroom teachers in Kindergarten through grade two, identify and nurture students who have gifted

potential, (i.e., an ability to think, reason, and problem solve at a level that is advanced in comparison to their peers). Historically, these students have lacked access to gifted services, advocates for their high potential, and affirmation of their advanced abilities.

The second goal of the Young Scholars Model is to nurture, guide, and support the development of the Young Scholars' exceptional potential. Once identified, Young Scholars receive challenging curriculum and instruction in a supportive and stimulating educational setting that is responsive to cultural, ethnic, and linguistic differences. The teachers in the Young Scholars schools collaborate, plan, and design learning experiences that connect to the students' diverse cultural, ethnic, and linguistic backgrounds. Basic skills are strengthened through lessons that require students to think and apply knowledge on a higher, more complex level.

Thinking at Every Desk: Four Simple Skills to Transform Your Children training provides tools for classroom teachers to understand student thinking patterns and how learning actually happens. It empowers teachers to structure learning in the most meaningful way, helping students explore new paths to knowledge. Staff development opportunities will be open to AIG teachers and classroom teachers.

Current Services for Traditionally Underrepresented AIG Populations

Third Grade Explorers Model provides opportunities for all third grade students. A small group of these third grade students exhibiting gifted behaviors is pulled out to nurture those behaviors. This group will consist of third grade students across all ethnic, geographic, and socioeconomic groups. This small group will change throughout the year based on content and areas of strength for each student.

Science Talents and Abilities to Recognize Students-Promoting Learning for Underrepresented Students (U-STAR~PLUS), is a nationally recognized K-3 science-based observation and nurturing system and is available for use for AIG teachers and classroom teachers to uncover and grow gifted potential.

Teacher's Observation of Potential in Students (TOPS) identifies behaviors, including both "teacher pleasing" and "non-teacher pleasing" behaviors that may impede the recognition of students' potential.

Primary Education Thinking Skills PETS™ (Primary Education Thinking Skills) is a systematized enrichment and diagnostic thinking skills program. Lessons are presented in convergent analysis, divergent synthesis, visual/spatial thinking, and evaluation, suitable for grades K-3. The program aligns to the higher levels of Bloom's Taxonomy.

Jacob's Ladder Higher Level Thinking and Comprehension Skills Program Level 1-3 (Grades 2-6) is a learning journey for students which begins with targeted readings from fables, myths and nonfiction sources and moves through an inquiry process from basic understanding to critical analyses of the texts read. There are five levels available that are targeted to students in grades 2 to 9, but can be used at different grade levels depending on student ability. The units are designed to enhance reading comprehension. Tasks have been organized by skill ladders with questions and activities within each. Ladder rungs are organized to increase complexity in intellectual demand.

Planned Sources of Evidence: • Curriculum units for Third Grade Explorers

- Updated Curriculum Enrichment Units by quarter in ELA and Math in grades 3-8
- P.E.T.S. data
- T.O.P.S. data from USTARS+
- Jacob's Ladder

- USTAR~PLUS
- Thinking at Every Desk

Other Comments: Ideas of Strengthening:

Continue to refine use of initiatives for nurturing as established. Also continue to educate staff about research and implement additional/complimentary initiatives for nurturing underrepresented populations.

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale: Additional opportunities for enrichment exist outside of the classroom within the school community as well as beyond the school. Gifted students benefit from innovative, challenging experiences.

Goals: The AIG Program will promote and share information that may be of interest to students, parents and schools regarding opportunities for enrichment and interest within the school community and in conjunction with outside agencies.

Description: • Duke TIP

- Science Olympiad
- Math Counts
- Geography Bee
- NC State Science House
- Academic Summer Programs at area colleges and universities, i.e., Campbell, NC Central, NC State, UNC, Meredith, and Shaw
- Wake PAGE
- Battle of the Books
- Math Olympiad
- Odyssey of the Mind
- NC State SMILE Camps
- Wake County division of SCRIPPS Spelling Bee
- GEMS
- Other information can be found at: <http://www.nagc.org/resourcedirectory.aspx>

Planned Sources of Evidence: • AIG website Listings

- Programs and events updates to schools and how disseminated at the school level

2/4/2014

- Program flyers and advertisements for additional opportunities
- Documented contact with agencies and entities regarding existing opportunities and/or suggestions for new opportunities for partnerships

Other Comments: Ideas of Strengthening

Forging partnerships with local agencies as well as promoting partnerships within the school district for student opportunities.

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 Focused Practice for 2013-2016.

Rationale: The AIG Program Director and other AIG staff value communication between the school district and families that provides clear and concise Information about the AIG program and services, the academic, intellectual, social, and emotional needs of AIG students at their individual, developmental level, and the opportunities and partnerships available with the community.

Goals: Create effective two-way communication between the AIG Program Staff and families about the needs of AIG students at different stages of their educational career. Effectively share news and accomplishments of the AIG program with the community through a variety of methods. Ensure that relationships are fostered for more open communication.

Description: The AIG Program addresses ways to create two-way communication between the district, schools, and families regarding AIG students' needs at different stages of their educational career, explains how the district works to meet those needs, and shares news and accomplishments of the AIG program with the community.

The AIG Program will provide clear, concise information (translated as needed), in several ways:

At the school level

- Parent Informational Meetings
- 3rd Grade Explorers
- SBCGE
- AIG Teacher web page
- School Webpage
- Individual parent conferences and documents

At the district level

- AIG Program web page
- AIG Parent Guide
- AIG Parent Brochure, provided
- Partnership with community for dissemination of information i.e. Wake PAGE

Planned Sources of Evidence: • Meeting agendas

- School Based Committee Meeting Minutes
- AIG websites (district, school, and teacher)
- AIG Program Guide
- AIG Parent Brochure

Other Comments: Ideas of Strengthening:

Increase types of media used for communication i.e. Twitter. Increase frequency of disbursing information related to the AIG program.

WCPSS AIG Program Staff will collaborate with community partners to offer more family meetings to educate parents on current issues/concerns regarding the intellectual/emotional needs of gifted learners.

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: The AIG Program staff provides frequent, ongoing communication about Wake County's AIG Program to stakeholders, including all students' parents/families. Opportunities to learn about the AIG Program are available at the school and district level, but efforts will be made to ensure that all stakeholders are more clearly and consistently informed.

Goals: The WCPSS AIG website will be updated to reflect the 2013-2016 AIG Plan. Share updated information with stakeholders through updated AIG Parent Guide and updated AIG Program Brochure. Revise web-based technology to increase parent and community access to AIG information.

Description: AIG Central Services' Secretary/support staff maintains and updates the AIG website in collaboration with the Communications Department. The AIG website is linked on the Wake County Public School System website and should be linked on each school's website and/or AIG teacher web page.

AIG Teachers at each school provide parent information sessions covering the following topics:
Elementary

- K-3 Service for Early Identified Students
- K-2 Nurturing Parent Overview of the AIG Program
- Third Grade Explorers Model
- Third Grade Identification and Testing information
- Fourth and Fifth Grade AIG service

Middle School

- Sixth Grade Middle School AIG service
- Seventh and Eighth Grade AIG service
- Accelerative opportunities

The AIG Director and AIG Central Services staff will share information with community groups upon request. The AIG Director will also present an update of the status of the AIG Program to the Academic Leadership Team and other district groups upon request.

Planned Sources of Evidence: • AIG Program Webpage

- AIG Program Brochures
- AIG Parent Guides
- Agendas and attendance records from information sessions
- Middle and High School Course Guides

Other Comments: Ideas of Strengthening:

Create a variety of multimedia presentations, to include but not be limited to podcasts, video segments, and slideshow presentations. Remain proactive in forging relationships for collaboration for input and continuous improvement with regards to the AIG program from a variety of stakeholders who represent the diversity within the school district and community.

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: Stakeholder involvement is critical in the development of the AIG Program Plan and the success of the AIG Program implementation. Feedback from all perspectives is valuable in the evaluation of the AIG program.

Goals: The Advisory Committee will meet to provide feedback on practices within the gifted program. The AIG Advisory Committee will establish clear and productive lines of communication.

Description: AIG Advisory Committee members are representative of the diverse demographics of the local community. This committee participates in the revision and monitoring of policies and plan related to gifted programming.

AIG Advisory Committee

The Senior Director of APS along with the Director of the Academically or Intellectually Gifted Program establishes the AIG Advisory Committee. The Senior Director and Director select participants for the at-large committee. The participants are representative of the local education agency (LEA) and community demographics. The Advisory Board reviews the AIG Program goals and objectives, provides input on the program's effectiveness and gives suggestions for continued improvement.

Planned Sources of Evidence: • Meeting agendas

- Membership of the AIG Advisory Committee

Other Comments: Ideas of Strengthening:
Continue to solicit feedback from the community for continual improvement.

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: There are many enrichment opportunities in our community available to AIG students and their parents. These opportunities should be publicized in order to inform parents and students of what is available. Some information is available in English and Spanish, but there is a need for translation into other languages as represented by the diversity of the AIG student population. AIG Central Services collaborates with the Office of Translation and Interpretation Services to translate this information into parents' native languages.

Goals: Collaborate with the WCPSS Communications Department to implement technology to share pertinent information to stakeholders, as well as targeting families that do not have access to technology. Collaborate with the Office of Translation and Interpretation Services to determine the principal non-English languages spoken by parents of WCPSS students to determine the areas of greatest need. Provide interpreters/translators at AIG parent meetings and other AIG functions as needed in collaboration with the Office of Translation and Interpretation Service.

Description: The AIG Program publishes information and encourages parents/families to take advantage of area programs/activities that provide challenging enrichment and exploration opportunities for AIG students.

The WCPSS translates documents and/or provides translators, as needed, to support parent communication. AIG Parent Brochures may be distributed to parents of limited English proficient (LEP) students via WCPSS' Center for International Enrollment located at the WCPSS Administration Building. Schools will request and/or access all AIG program documents in native languages of families as needed.

WCPSS contracts with a team of interpreters through the Office of Translation and Interpretation Services who may help explain AIG Services to support parents in communicating specifics of the AIG program in their native language. For schools with large, non-English speaking families, a large group meeting may be beneficial to ensure that families are aware of program specifics and may advocate for their child/children as needed.

Planned Sources of Evidence: • AIG Websites

- Brochures/flyers
- Notes from translators at parent meetings

Other Comments: Ideas of Strengthening:

- Coordinate partnerships with the Office of Translation and Interpretation Services with language support; AIG teachers will participate to provide special lessons/project support and general program information.
- Develop advocacy groups focused on issues such as dual identification as AIG/ELL, AIG/LD, and

AIG/AU.

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 Focused Practice for 2013-2016.

Rationale: Community agencies and business partnerships can offer critical support for gifted education and opportunities for gifted learners. Collaboration with colleges and universities will provide opportunities for authentic learning experiences and increase availability of accelerated learning pathways for gifted students.

Goals:

- Create and maintain opportunities for gifted students to experience academic programs through university partnerships.
- Build relationships with local colleges/universities, businesses and industries that create real-world learning experiences for gifted students.

Description: Disseminate list and descriptions of existing partnerships/activities:

- PAGE Super Saturdays at Meredith College
- SMILE with NC State
- Duke TIP

The AIG Program Staff provides community outreach efforts in the following ways:

- Meets with community members representing underserved/underrepresented/ at risk populations for a variety of events and community meetings as necessary such as the Raising Achievement Closing the Gap (RACG).
- Works to build partnerships with local colleges, universities, and businesses to provide professional mentors and resources for AIG students as needed.

Planned Sources of Evidence:

- Flyers for events and opportunities for gifted students
- Minutes/Agendas from RACG meetings

Other Comments: Ideas of Strengthening:

Partner with standing organizations such as NCCAT, NC RESA, Triangle High Five, and other individual LEAs to create opportunities for professional development in gifted education and the needs of gifted learners for teachers, administrators, and the community.

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: Stakeholders have opportunities to review and provide input for the AIG plan and any local BOE policies associated with the AIG program. Feedback is used for revisions intended to improve the program.

GOALS:

Strengthen relationships with a variety of stakeholders who will work with district employees to continually improve all aspects of the AIG program. Strengthen the AIG Advisory Committee by including more participants, opportunities for improvements in communication with this core group and the community.

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

Description: An AIG Plan Revision Team reviewed and made initial revision suggestions. The AIG Advisory Committee met and suggested revisions for policies related to the AIG program as well as the plan itself. An external audit of the AIG program was conducted to evaluate current programming and effectiveness. Audit findings resulted in recommendations for improvement. All suggestions were taken into consideration as multiple drafts were created.

Key stakeholder groups provided input for the Academically Intellectually Gifted Plan 2013-2016 by evaluating the current plan and providing suggestions for revision. The evaluations were documented through meeting notes and/or using the AIG Program Self-Evaluation Tool. Stakeholder groups include the following: AIG Central Services Staff, parents, AIG teachers (K-8), principals, classroom teachers, senior district leadership, and community stakeholders.

The AIG Program Plan draft will ultimately be submitted to the Wake County Public School System Board of Education for review and approval. Once approved, the plan will be submitted to the SBE/DPI for review and comment.

Planned Sources of Evidence: • AIG Program Audit

- AIG Plan
- AIG Program Self-Evaluation Tool

- Meeting agendas

Other Comments: Ideas of Strengthening:

Use members to promote awareness of the AIG program by discussing in communities, soliciting feedback, and reporting it to teams for continual improvement. Meetings with stakeholders will continue on a regular basis.

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 Focused Practice for 2013-2016.

Rationale: The Wake County Public School System is the largest school district in North Carolina and sixteenth largest in the country. The AIG program must be closely monitored to ensure that services are delivered equitably and effectively in every school. Monitoring the program closely will also maintain awareness so that students, regardless of race, sex, socio-economic status have opportunities to benefit from the AIG program.

Goals: • To effectively monitor AIG Teachers' roles and responsibilities, student identification procedures, service delivery options, community outreach opportunities, and other critically important components of the Wake County AIG Program.

• To provide fidelity checks on the progress of AIG Program implementation as outlined within the WCPSS BOE approved AIG plan as requested.

Description: The WCPSS AIG Plan is written in compliance with state legislation (Article 9B) and NC AIG Program Standards and approved by WCPSS BOE. It is critical to the success of the program that all components are in place and that stakeholders ensure the fidelity of the program. This ensures compliance within local BOE approved plan, state program standards, and state legislation.

School administrators must ensure that the AIG teacher role is utilized in accordance with local AIG plan, and supports the process and procedures as detailed in the plan to support growth of all students. Administrators are the direct supervisors and evaluators of AIG Teachers. AIG teachers are charged with implementing the AIG plan as approved by the local BOE while being a productive member of a specific school faculty who is focused on supporting the growth of all students.

A comprehensive plan in compliance with state legislation and policy will be updated and approved by the WCPSS Board of Education. This plan will guide our work through the 2013-2016 three-year cycle and will lay the ground work for more substantial program revision and implementation during the 2016-2019 plan period.

Planned Sources of Evidence: • 2013-2016 WCPSS AIG Plan

- Article 9B

- NC AIG Program Standards
- WCPSS BOE agenda/minutes

Other Comments: Ideas of Strengthening:

Collaborate within the Academics Division to design a walk-through tool aligned with Effective Teaching Framework (ETF).

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: Funding for AIG from the state is calculated at 4% of average daily membership (ADM), whereas WCPSS identifies approximately 18% of the total student population. Funds are limited and directed towards services for the Academically or Intellectually Gifted Program through payment of AIG teacher salaries and related benefits. Local monies are allotted to support remaining staffing costs and provide supplies and materials for program needs.

Goals: To research and deploy a multi-year plan for the implementation of a performance-based budgeting process that links resources to planning and student achievement that reflects that reflects the educational priorities of the district.

Description: An annual budget plan is developed and monitored to ensure that expenditures are used only for Academically or Intellectually Gifted Program services. A daily running budget workbook is updated with each expenditure and encumbrance. Annual business cases are developed and presented to the Board of Education for consideration of additional local funding to support expansions of AIG Program services in subsequent school years.

Planned Sources of Evidence: • AIG Business and Spending Plans

- Running Daily Budget Workbook
- Business Cases
- Research regarding performance-based budget

Other Comments: Ideas of Strengthening:

Continually evaluate effectiveness of budget process and appropriate use of funds.

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: Student achievement data is one measure of the AIG Program's effectiveness. We will extract and monitor student performance growth data as well as annual drop-out data on AIG students for continual improvement.

Goals: WCPSS AIG Program will maintain AIG data in a more accessible and manageable platform. AIG Program Staff will use growth and drop-out data to support students' individual growth. Data will be shared with AIG teachers and classroom teachers to inform instruction.

Description: Data is available regarding AIG students across the district. AIG Staff will utilize this data in discussions regarding AIG identified and highly capable students' growth with administrators, teachers and specialist across the district. School staff will continue to use formative and summative assessment data to monitor AIG student growth. AIG program staff will continue to collaborate with the RACG by using data to begin to break down barriers in gifted programs for underrepresented populations.

Planned Sources of Evidence: • Student Achievement Data

- AIG Identified Student Drop-Out data
- RACG notes/minutes

Other Comments: Ideas of Strengthening:

Use EOG/EOC data, reported by NCDPI beginning in 2013-2014, regarding AIG as a sub-group to help guide programming.

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The disaggregated district demographic data compared with our AIG Childcount generated each April are key sources for monitoring the representation and retention of underrepresented populations. AIG Program Staff will more carefully extract and monitor our twice-exceptional student count. All this raw data is available, but the work is yet to be done. We remain committed to closely monitoring change in our subgroups and the effectiveness of our programming response during the new plan cycle. The Wake County AIG Program believes that gifted behaviors can be nurtured and the number of children from underrepresented populations identified as gifted can be increased.

GOALS:

Disaggregate and monitor data on our underrepresented population overtime. AIG program will nurture gifted behaviors and aim to increase the number of children from underrepresented populations identified as gifted.

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

Description: The AIG Program collects and reviews data from a variety of sources. Careful analysis of data will guide decision making related to identification criteria. WCPSS AIG Program utilizes multiple Gateways for accessing gifted services.

Planned Sources of Evidence: • Headcounts of AIG identified students by subgroups

- AIG Identification Gateways
- Data from Gifted Rating Scale (GRS)

Other Comments: Ideas of Strengthening:

Continue to evaluate the use of the GRS in identifying students from underrepresented populations. A district-wide evaluation of current nurturing initiatives will dictate future practices in nurturing K-8 students. Continual improvements will be lead by an analysis of data boring down from the district level to specific class and student performance.

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: Teachers are required to hold full or a provisional license in Academically or Intellectually Gifted Education in order to serve as a school's AIG teacher and paid from 034 AIG funds.

Goals: WCPSS will recruit and retain appropriately licensed staff to fill positions who:

- Demonstrate knowledge in characteristics of gifted learners
- Demonstrate knowledge of a variety gifted services
- Demonstrate the ability differentiation within the classroom.
- Identify gifted behaviors and create appropriate lessons to address their needs.

If program staff does not adequately fulfill roles and responsibilities of the program, school administration will work in collaboration with AIG Central Services to make appropriate personnel decisions.

Description: HR and AIG Central Services staff will collaborate to refine job descriptions of AIG personnel. The Human Resources Department provides updated licensure records for AIG Certified teachers upon request. School administration and AIG Central Service staff will communicate on a regular basis to determine AIG staffing needs, concerns, and or celebrations.

Planned Sources of Evidence: • List of AIG certified teachers

- Job descriptions for AIG Staff

Other Comments: Ideas of Strengthening:

Encourage classroom teachers to seek AIG licensure, despite lack of funding support.

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: AIG Advisory Committee will meet regularly to evaluate program effectiveness, equity in program delivery across the district, and/or advocate for AIG students and recommend changes.

GOALS:

To continually evaluate and refine AIG Advisory Committee membership to most accurately reflect the diversity of the WCPSS community.

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

Description: The AIG Department has an established AIG Advisory Committee. This team includes parents of AIG identified students, principals, Central Service Administrators, AIG and classroom teachers, community members, and AIG Central Services Program Staff who meet regularly to review all aspects of the AIG Program and make recommendations for improvement.

Planned Sources of Evidence: ● Meeting agendas

- Survey/Evaluation tools
- Advisory member list

Other Comments: Ideas of Strengthening:

Seek input from a variety of sources for continual improvement. This will also be a platform for staff to disseminate information to the public for awareness to ensure most accurate feedback.

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: : Stakeholder perception and feedback as to effectiveness of the AIG program is vital to

continuous improvement. Additional feedback from stakeholders will increase the fidelity of the AIG Program.

GOALS:

Develop and administer stakeholder surveys. WCPSS AIG Program will use this data to inform a review in anticipation of significant program changes in the next plan cycle.

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

Description: As WCPSS ensures all programs and services are effective in meeting the needs of gifted learners, evaluations of programming and service delivery will take place through a variety of venues. It is an opportune time for the gifted program to reflect on its policies and practices and make informed, data-driven changes over the next three years.

Planned Sources of Evidence: • Focus group data

- Use of AIG School Plans and teacher workbooks
- Parent and community session agendas

Other Comments: Ideas of Strengthening:

Research and implement a variety of ways to elicit feedback and incorporate into programming.

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: Data must drive decision making for continuous improvement. Feedback from stakeholders is used to measure effectiveness and set goals for improving the program.

GOALS:

Review and revise the AIG Plan yearly based on data.

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

Description: Opportunities for growth and continued improvement are identified during data collection from stakeholders and are addressed in the AIG Plan. These areas are:

- Improve communication at all levels, with special attention on improving communication from AIG teachers to parents regarding academic progress and needs of identified AIG students.
- Increase participation of stakeholders in program evaluation and improvement

Planned Sources of Evidence: • Focus group and survey results

- AIG student growth data
- Examples of communication/documents

Other Comments: Ideas of Strengthening:

Revise and clarify information contained within the AIG Parent Guide and AIG Program Brochure.

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale: Stakeholders have a right to access results of AIG Program evaluation efforts. As the current plan is implemented, feedback will be gathered from all stakeholders. As staffing and budget allow, information will be compiled, shared, and evaluated by the various stakeholder groups for research in continual improvement efforts.

Goals: To increase communication with stakeholders regarding all aspects of the program including evaluation efforts.

Description: The AIG Department, as staffing and budget allow, will share and publish program evaluation data in a variety of formats and outlets to all stakeholders. Formats may include, but not limited to, website publishing, report documentation, and/or public presentations. The data may be shared at least once a year.

Planned Sources of Evidence: Sharing and publishing documentation will be presented in a variety of formats which may include:

- PowerPoint Presentations
- Brochures and Pamphlets
- Website Links
- Meeting Presentations

Other Comments: Ideas of Strengthening:

As funding and staffing allow, improvements and publications will be upgraded. Communication will be expanded to include the use of Twitter.

Practice K

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

This practice is a Focused Practice for 2013-2016.

Rationale: The AIG Plan articulates and publishes identification procedures. Board Policies 5532 Acceleration and Academic Achievement and 6230 Assurance of Appropriate Services for Academically or Intellectually Gifted Students provide guidelines for meeting the needs of gifted learners. The AIG plan approved by the WCPSS BOE is guided by the NC AIG Program Standards and Article 9b from the State Legislators.

Goals: Inform parents and other stakeholders of their legal rights regarding AIG decisions. Informs

stakeholders of all aspects of AIG programming.

Description: The WCPSS AIG Program plan is governed by the requirements of N.C. General Statutes Article 9B. Also guiding AIG programming is NC AIG Program Standards. The WCPSS AIG Program plan addresses identification and service delivery as required by law.

WCPSS Board Policy 6230, N.C. General Statutes, Article 9B and the Wake County Public School System define gifted students as follows:

- Academically or intellectually gifted students perform or show the potential to perform at high levels of accomplishments when compared with others their age, experience or environment. Academically or intellectual gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated education services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human behavior.

WCPSS Board Policy 6230 also provides the following details:

6230.2

The Wake County Public School System Academically or Intellectually Gifted Program assures that all students identified, as Academically or Intellectually Gifted will be provided appropriate differentiated services according to the plan adopted by the WCPSS Board of Education. The plan shall be reviewed and revised, as needed, at least every three years.

6230.3

The Wake County Public School System's Academically or Intellectually Gifted Program identifies and services students who qualify for Early Admission to Kindergarten as determined by the North Carolina State Board of Education.

6230.4

The Wake County Public School System Academically or Intellectually Gifted Program participates in the Governor's School Selection Process as determined by the North Carolina State Board of Education.

The rights of families are clear throughout LEA policies. These rights are included and detailed within the AIG Parent Guide. All parents of nominated AIG students will receive the AIG Parent Guide with the Consent for Evaluation form.

Planned Sources of Evidence:

- Board Policies 5532 and 6230
- NC DPI AIG Program Standards
- Article 9b
- AIG Identification Procedures
- Parent Guide
- Consent for Evaluation Form

Other Comments: Ideas of Strengthening:

Revise the Consent for Evaluation Form to include a parent signature and statement that must be acknowledged by stating that they received the Parent Guide.

Glossary (optional):

Acronyms and Glossary

General Acronyms

AIG CST AIG Central Services Team

AIG Academically or Intellectually Gifted

AP Advanced Placement

C-MAPP Curriculum Management Application

DCP Differentiated Course Plan

DEP Differentiated Education Plan

DPI North Carolina Department of Public Instruction

EC Exceptional Children

EKE Early Kindergarten Entry

ELL English Language Learners

EOC End of Course

EOG End of Grade

ESL English as a Second Language

FAQs Frequently Asked Questions

GRS Gifted Rating Scale

IB International Baccalaureate

IDEP Individual Differentiated Education Plan

IEP Individual Education Plan

ISP Individual Student Profiles

KITS Kids Into Thinking

LEA Local Education Agency

LEP Limited English Proficiency

NAGC National Association for Gifted Children

NCEES North Carolina Educator Evaluation System

NCSCOS North Carolina Standard Course of Study

NCVPS North Carolina Virtual Public Schools

OTI Office of Translation and Interpretation

P.E.T.S. Primary Education Thinking Skills

PD Professional Development

PEP Personalized Educational Plan

PLT Professional Learning Teams

RACG Raising Achievement and Closing the Gap

Rtl Responsiveness to Instruction

SAGE Services for Academically Intellectually Gifted Education

SBCGE School Based Committee for Gifted Education

SBOE State Board of Education

TOPS Teachers Observation of Potential in Students

USTARS~ PLUS Science Talents and Abilities to Recognize Students-Promoting Learning for

Underrepresented Students - a nationally recognized K-3 science-based observation and nurturing system

WCPSS Wake County Public School System

WGA Whole Grade Advancement

Abbreviations for Norm Referenced Assessments Administered by AIG Teachers

Advanced Raven Raven Advanced Progressive Matrices
CogAt Cognitive Abilities Test
Iowa Iowa Assessments Test
Raven Raven Standard Progressive Matrices
RIST Reynolds Intellectual Screening Test (RIST)
WJIII NU Woodcock Johnson III Normative Update, Tests of Achievement

Abbreviations for Norm Referenced Assessments Administered by AIG Psychologist

DAS Differential Ability Scales, Second Edition
KTEA-II Kaufman Tests of Educational Achievement
KTEA-II Kaufman Tests of Educational Achievement, Second Edition
RIAS Reynolds Intellectual Assessment Scales
SB:V Stanford-Binet Intelligence Scale, Fifth Edition
UNIT Universal Nonverbal Intelligence Test
WIAT-II Wechsler Individual Achievement TestII
WISC-IV Wechsler Intelligence Scale for Children, Fourth Edition:
WJ III Woodcock Johnson Test of Achievement-III
WNV Wechsler Nonverbal Scale of Ability

Related Assessment Abbreviations

AE Age Equivalent
C Composite score
FIQ Full Scale Intelligence Quotient
GE Grade Equivalent
NPR National Percentile Rank
NV Non-verbal
QN Quantitative-Nonverbal Partial Composite
S Stanine
SAS Standard Age Score

Glossary

Achievement Achievement refers to subject area tests' percentiles for a nationally normed standardized test. Individual achievement assessments are administered when aptitude scores used for placement consideration suggest a need for placement, but group achievement score do not. A second measure of achievement is obtained.

Advanced Placement (AP) (9-12)

The AP program offers college-level coursework for students as early as middle school. AP exams allow students to earn university credit and/or advanced university standing based on the examination score. The state weighting system adds the equivalent of two quality points to the grade earned in the AP/IB course.

Aptitude Aptitude is the inclination to excel in a cognitive area. Aptitude refers to the percentile from a nationally normed standardized test. Student aptitude scores are analyzed based on significant differences among subtest scores to determine if the Composite score or the subtest scores (Verbal, Quantitative, and Quantitative-Nonverbal Partial Composite) better

Appendix (optional):

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