

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

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

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

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

***For 2010-2013, Wayne County Public Schools local AIG plan is as follows:***

**Wayne County Public Schools Vision for local AIG program:** Wayne County Schools will recognize students from all cultural and economic groups who possess exceptional academic and intellectual potential when compared to others of their age experience, or environment. Through guidance and differentiated instruction, students will be nurtured and challenged to meet their unique learning needs and develop their maximum potential. It is the responsibility of the school system to ensure ongoing identification and appropriate services in order to produce independent, confident and contributing members of our global community.

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

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$953066.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

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## **Standard 1: Student Identification**

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

### **Practice A**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** WCPS AIG will continue to disseminate information regarding the identification process to school personnel with site team/grade level meetings and to the community at large via brochures, flyers, and website.

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

**Description:** •Initiate a three-step process for identification of potential candidates for academically/intellectually gifted services.

- Maintain an ongoing process of identification
- Include screening, identification/assessment, and placement in appropriate service options at all grade levels with multiple points of entry.
- Use information gathered in each of these phases to guide decisions regarding student needs.
- Information about services is disseminated through teacher and parent meetings, informational brochures, observational tools, a website, and documentation of screening results and/or placement.

**Planned Sources of Evidence:** AIG screening request form

Talent pools  
Gifted Behavior Scales  
Site team committees/minutes  
AIG website  
publications

**Other Comments:**

### **Practice B**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** WCPS AIG will continue to use multiple criteria for identification that is based on the research of Coleman, Gallagher, Harrison, and Robinson's Multiple Indicators of Giftedness. The six criteria enable WCPS AIG program the opportunity to include both non-traditional and well as standardized measures to show student potential.

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

**Description:**

- Employ multiple criteria to develop a comprehensive profile of each student
- Use appropriate measures for aptitude and achievement with the use of norm referenced tests.
- Compile and review aptitude, achievement, various rating scales, student performance, and other indicators of potential to achieve.
- Establish an AIG placement site team at each school to review student criteria for placement and services.

**Planned Sources of Evidence:** CoGAT, NNAT, RAVENS, ITBS, OLSAT, CogAT, Screening Requests  
Site Team minutes  
Talent Pools  
AIG 2

**Other Comments:** See Appendix: Eligibility and Identification  
Forms: AIG1, AIG2, AIG2 CONT., AIG3, AIG4, AIG5, AIGSR  
Timeline for Identification

**Practice C**

Ensures AIG screening, referral, and identification procedures respond to traditionally under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** WCPS AIG will continue to screen, refer, and identify or nurture all students across all grade levels that show potential/need for gifted services.

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

**Description:** A. Candidates' Screening

1. Each school site will develop a local pool of students who are possibly qualified for and in need of appropriate service options. This pool will reflect sensitivity to economic conditions, gender, development differences and diversity of students so that equal opportunities for consideration are provided to all students. Information gathered in each of these phases will be used to guide the decisions regarding student needs.

2. Each school site will review the standardized cognitive test scores for individuals scoring at the ninety-third (93rd) percentile and/or achievement test scores for individuals scoring at the ninety-fifth (95th) percentile or above.
3. Each school site will receive referrals from teachers, parents, peers, and others including self-nomination of individuals, without regard to standardized scores, who demonstrate performance potential and the need for academic differentiation.

#### B. Site Committee

1. Each school site will develop an Academically/Intellectually Gifted Review Committee to evaluate a student's eligibility, to determine if further assessment is needed, or to refer to an appropriate program option. Transfer students who have been previously identified in another system will be reviewed and served according to what WCPS AIG can provide based on the previous identification. The transfer student will have a new DEP developed at the beginning of the next school year according to the site team recommendations. The length of time between referrals for an individual student will be a minimum of one school year. WCPS AIG students will continue service regardless of movement within the system. All students will be expected to maintain the academic/intellectual standards on which they are identified and placed.
2. Committee members shall include a grade-level teacher, a teacher familiar with the student, a school counselor, the academically/intellectually gifted specialist, and the principal or his/her designee.
3. If further assessment is deemed necessary, a formal referral will be made to the academically/intellectually gifted coordinator for action.

**Planned Sources of Evidence:** Screening Request Forms  
N.E.T. Observation Data Forms  
Gifted Behavior scales  
SIGS  
GRS  
Talent Pools

#### **Other Comments:**

#### **Practice D**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** In order to maintain and control consistency in the identification and implementation of the process of identification, WCPS AIG will continue to follow an established compliance procedure through the AIG Coordinator or her designee.

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

**Description:** All gathered information of students that are screened or identified is reviewed by the AIG Coordinator or her designee for consistency in the following areas:

**STUDENT PERFORMANCE** - Indicator of a student's demonstrated mastery. This may be shown through work samples, portfolios, grades, or other authentic assessment strategies. In some cases, performance may be demonstrated outside the school arena.

**STUDENT ACHIEVEMENT** - Indicator of a student's knowledge. This may be shown through a standardized test score (95th percentile or above).

**STUDENT APTITUDE** - Indicator of a student's capacity for learning. This involves reasoning, problem solving, memory, etc. Aptitude may be shown through an aptitude score (93% or higher) or demonstrated abilities.

**STUDENT INTEREST** - Indicator of a student's focus areas and/or curiosity. This may be shown through a formal interest inventory/survey, an informal interview, or documentation of a student's particular passion. Interest may also be demonstrated through student's participation in extra-curricular activities

**STUDENT MOTIVATION TO LEARN** - Indicator of a student's commitment to pursue learning experiences. This may be shown through school and/or outside of school activities. With some students this area may be muted by unfavorable environmental or experimental circumstances. For these students, who have often been called "underachievers," an individual case study may be important to reflect the student's specific areas of need.

**Planned Sources of Evidence:** Identification forms and flow chart of Identification Procedures

**Other Comments:**

### **Practice E**

Establishes written policies that safeguard the rights of AIG students and their parents/families, including informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** As WCPS AIG has maintained its policies and procedures for identification, so will it continue to maintain its written policies to safeguard the rights of AIG students.

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

**Description:** WCPS establishes written policies that safeguard the rights of AIG students and their

parents/families by including forms, brochures, and procedures that pertain to transfers and resolving disagreements in accordance with Article 9-B.

Most written policies are embedded on the identification forms as well as distributed during the identification process.

**Planned Sources of Evidence:** •Article 9B

- Brochure on AIG program and resolution processes
- Identification forms

**Other Comments:**

**Practice F**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** WCPS will continue to maintain an AIG Placement record on each identified student that explains/shows the initial placement process, service options, past and current Differentiated Education Plan(s), Quarterly Reports and/or transfer paperwork when applicable.

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

**Description:** AIG records are maintained in a central location as well as at the school site AIG records are reviewed by the AIG Specialist, teachers, and parents on an annual basis AIG records will move/transition from schools sites when applicable

**Planned Sources of Evidence:** AIG records  
Signed DEP(s)

**Other Comments:**

## **Standard 2: Differentiated Curriculum and Instruction**

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

### **Practice A**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** As WCPS moves into a new NCSCOS/Common Core, we want to ensure that all levels of ability are addressed across all subject areas. We will continue to offer support for this practice in variety of ways.

**Goals:** To ensure all teachers are aware that the NCSCOS/CCES address gifted students  
To provide differentiation strategies for gifted/high ability learners for all grade levels  
To provide differentiation strategies for gifted/high ability learners in the content areas  
To develop a plan for gifted students related to the NCSCOS/CCES  
To plan and implement lessons that are appropriate for the ability of gifted/high ability learners

**Description:** WCPS AIG will work with teachers outside the system wide PLC's to supplement the knowledge base of teachers of gifted about CC/ES and differentiate for gifted/high ability learners

Professional development will be developed, implemented, and offered continuously during this cycle in order to support lesson development to include acceleration and extension of the CC/ES

Differentiated Education Plans will be developed with teacher input in order to ensure that student's ability and content are appropriate

Specialists and AIG Contacts may be used to plan and model appropriate differentiation strategies on the classroom, small group, or cluster settings.

**Planned Sources of Evidence:** Professional Development Calendars/Roster  
Lesson Plans  
WCPS DEP

**Other Comments:**

### **Practice B**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Currently an array of instructional practices is implemented in classrooms across our system to address the needs of our gifted learners. There will be opportunities for teacher support, training and resources.

**Goals:**

- To provide staff development on the process of planning and implementing enrichment of curriculum
- To provide staff development on the process of planning and implanting the extension of curriculum
- To provide staff development on the process of planning and implementing of acceleration of curriculum
- To provide resources and examples of differentiation as it relates to the curriculum
- Continue to research diverse learning practices
- Continue to train teachers system wide on instructional practices for gifted
- Implement diverse learning practices on school sites and in classrooms
- Provide teacher support within the classroom in form of modeling.

**Description:**

- Staff development will be offered on site as well as system wide
- Resources will be made available to teachers for requested and /or specific curriculum needs

**Planned Sources of Evidence:** Agenda of staff development  
Participant sign in logs  
Log of curriculum requests

**Other Comments:**

### **Practice C**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** WCPS AIG continues to focus on this practice as CC/ES continue to become familiar to teachers, students, and parents. Research based to become resources will be offered in a variety of ways.

**Goals:**

- Provide resources
- Provide professional development on supplemental resources
- Provide guide to best practices

**Description:** Collaborate with AIG teachers to provide research based resources  
Supplement lessons with research based resources  
Select and implement research based resources based on content and need

**Planned Sources of Evidence:** Lesson Plans

Calendars  
PLC Notebooks  
Meeting notes/agendas  
PD Roster

**Other Comments:**

**Practice D**

Fosters the development of 21st century content and skills by infusing the following at an advanced level: high-level content for global awareness, civic and economic literacies, and health awareness; critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems, and operations in challenging research contexts; creativity and innovation; real-world learning in local, regional, and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** As WCPS AIG program addresses this currently, we believe that this should be an ongoing focus for our students, teachers, specialists and system. We must continuously foster 21st century content as we become more aware of it and its nuances.

**Goals:** To research appropriate supplemental resources for teachers and students  
To provide training in the areas of supplemental and differentiated technology  
To establish an AIG traveling library of differentiated resources and materials

**Description:** Through AIG PLCs, resources will be evaluated for the appropriateness of grade level and academic need  
Create and distribute materials and resources needed for differentiation  
Offer training in areas of research based strategies for teachers  
Seek out opportunities to apply learning in real life contexts. Such as Model UN, GeoCaching, Odyssey of the Mind and others

**Planned Sources of Evidence:** List of resource offerings  
Professional development rosters  
Resource requests

**Other Comments:**

**Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** According to teacher/system input, this is an established classroom practice that leads to differentiated instruction on an on-going basis. We will continue to use formative, summative and informal assessment in the classroom to drive instruction.

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

**Description:** Continue to use formative, summative, pre and post testing to drive differentiated instruction

**Planned Sources of Evidence:** Lesson plans  
Assessment data  
PLC minutes

**Other Comments:**

### **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:** Based on teacher/system wide data, it is evident that there is a growing need to support the social and emotional needs of AIG students in all areas. WCPS AIG will focus on developing this practice to create curricular and instructional practices to support these needs.

**Goals:** To research and identify programs that address social and emotional curricular needs.  
To create a network of resources for support of social and emotional curricular needs.  
To provide staff development on affective curricular and instructional practices that support the social and emotional needs of AIG students.

**Description:** Research and identify programs that address social and emotional curricular needs  
Provide staff development that will help teachers recognize and address social and emotional curricular needs.  
Provide resources for support of social and emotional curricular needs.

**Planned Sources of Evidence:** PD schedules  
School based data  
Resources

**Other Comments:**

### **Practice G**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** WCPS AIG has established Nurturing and Enriching Talent (NET) groups for students in grades K-3 in order to develop potential, differentiate, and work with students of high ability. We will continue to utilize NET groups to serve K-3 students who show potential.

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

**Description:** Assess students using a NET(Nurturing and Enrichment Talents) checklist/tool in order to create nurturing groups  
Provide training on the NET( Nurturing and Enrichment Talents) checklist/tool for compiling nurturing groups  
Determine and group students for NET groups, schedule times to meet with NET groups  
Provide requested resources for differentiating K-3 curriculum  
Evaluate and determine needs for exceptional K-3 students who may need accelerated/advancement

**Planned Sources of Evidence:** NET checklist  
Staff development sign in  
NET rosters per school

**Other Comments:** If a K-3 student shows exceptional need for acceleration and/or differentiated curriculum, the AIG Site Team will develop a plan of action for the student. This will be handled case by case as student and teacher needs in the early grades vary.

**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:** WCPS AIG will continue to collaborate with all teachers, specialists, guidance counselors, and exceptional children's teachers in order to develop and implement differentiated curriculum and instruction.

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

**Description:** To create a network of professional staff that will support the AIG student's development and implementation of differentiated curriculum and instruction.

To participate in system wide initiatives to ensure AIG students needs are recognized and met.

AIG specialist will serve as a liaison for professional staff with concerns with regards to curricular needs.

**Planned Sources of Evidence:** Schedule of system wide meetings/initiatives (notes)

Agendas

Requests for information

Teacher contact logs

**Other Comments:**

### **Practice I**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** WCPS currently develops and documents a differentiated educational plan for identified students in grades 4-12. Currently, Differentiated Education Plans are reviewed annually by teachers, students and parents. During transition points (program entrance, elementary/middle grades transition, middle/high school transition) parents, teachers, AIG specialists, and guidance counselors meet to review/change the DEP and its development based on teacher differentiation, site level opportunities, and four year planning for the high school. All DEPs, regardless of transition points, are sent to parents with the opportunity to make an appointment to change or amend the DEP.

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

**Description:** To ensure effective programming that provides services that match needs of AIG students.

To provide a "living document" that articulates program services, programming and school transitions  
To articulate and present annual documentation to all parties

**Planned Sources of Evidence:** AIG5

Differentiated Education Teacher Plan

AIG2 CONT.

AIG3

**Other Comments:**

### **Standard 3: Personnel and Professional Development**

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

#### **Practice A**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** WCPS has employed an AIG Coordinator that is licensed and vetted in AIG. The coordinator will guide, plan, develop, implement, revise, and monitor the local AIG plan.

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

**Description:** The role of the WCPS AIG Coordinator is to ensure educationally appropriate services to gifted students while adhering to Article 9B of the North Carolina State Government General Statutes (115C-150.5-150.8). Additional responsibilities are as follows:

- Help plan, develop, monitor and coordinate the system program.
- Ensure system-wide implementation of the Local Plan and accountability of the AIG Program
- Communicate with schools, outside agencies and others regarding AIG program policies, procedures, and concerns
- Serve as a liaison between the AIG Program, Central Office, and the Leadership Team
- Represent the AIG Program at local, regional, state, and/or national meetings
- Supervise AIG Specialists
- Establish and maintain a program budget, review AIG allotments and purchasing of AIG equipment and curriculum materials
- Maintain and disseminate data on identified AIG students to include an accurate Child Count data
- Coordinates with administrators and Human Resources in the hiring of AIG personnel
- Help plan and provide professional development for AIG Specialists and personnel involved in the education of gifted students
- Interpret program goals and objectives to system personnel
- Advocate for the Gifted Program

**Planned Sources of Evidence:** Local AIG plan  
Communications samples  
Child Count Data (Headcount)  
HR Reports  
Agendas  
Budget

**Other Comments:**

### **Practice B**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** WCPS currently employs AIG Specialists to serve students K-12. Each Specialist serves a minimum of four schools. Specialists are responsible for providing the resources teachers, parents, and students need to address academic needs, intellectual needs, and support social and emotional needs in a variety of ways.

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

**Description:** AIG Specialists develop and present professional development in areas of need  
AIG Specialists provide resource materials for students, teachers, administrators and parents  
AIG Specialist meet with Site Teams to initiate, develop, and help maintain student identification, Differentiated Education Plans, and student growth  
Upon request, AIG Specialist model differentiated classroom strategies in the classroom, cluster group or small group setting  
AIG Specialists nurture high ability K-3 students through NET (Nurturing and Enriching Talent) groups  
AIG Specialists council or find appropriate resources for students' social and emotional needs  
AIG Specialists advocate for gifted students and programs

**Planned Sources of Evidence:** Parent meeting rosters  
Professional development rosters  
Lesson request forms  
Calendars

**Other Comments:**

### **Practice C**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** WCPS AIG has successfully developed and implemented system wide AIG professional development for over 250 teachers for the past plan cycle of 2010-13. We will start phase two of this plan in 2013-16 to include and focus on high school teachers, exceptional children's personnel, counselors and administrators. Our current hours required for professional development will be adjusted as well to mirror the new state professional development hours/CEU requirements.

**Goals:** To enhance relationships with universities offering AIG licensure programs

- To increase the number of people participating in the AIG PLC
- To clearly identify the requirements of all personnel who work with AIG students
- To provide professional development as part of a local AIG training
- To have AIG students served daily by AIG licensed or trained personnel
- To extend and promote the knowledge base of gifted programs and services to all stakeholders

**Description:** Form partnerships with universities to provide training for personnel working with AIG students

Create and encourage participation in an AIG PLC

Work with administration to identify requirements of all personnel who work with AIG students

Professional development for training certified staff/current classroom teachers working with AIG students

Implement daily differentiation for identified AIG students as needed

Professional development for training certified staff/current classroom teachers with a focus on high school teachers, counselors, and administrators

Professional development for training certified staff/current classroom teachers working with exceptional students

**Planned Sources of Evidence:** PLC rosters

Staff development agenda

Staff development participation log

**Other Comments:**

### **Practice D**

Places AIG students in general education classrooms with teachers who have met the LEA's professional development requirements for that position or have earned an AIG add-on license.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Based on system, school, and student data, 80% of our elementary and middle schools are cluster grouping AIG students with teachers who are licensed, have met or are in the process of meeting WCPS AIG professional development requirements. High schools continue to place students according to subject area selection with teachers who are trained in the content area.

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

**Description:** At the end of each AIG professional development cycle, administrators at school sites are made aware of the number of hours each teacher on their campus has acquired or completed for AIG local requirements. Administrators are made aware of AIG students who are identified as well as those who are in a talent pools for screening purposes in order to schedule classes for cluster grouping with classroom teachers who have met or in the process of meeting the AIG requirement for professional development. Human Resources supply a list of licensed teachers to each site level administrator as well.

**Planned Sources of Evidence:** PD Roster

HR Report  
Classroom Report lists  
AIG student lists  
Talent Pool lists

**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:** WCPS AIG professional development goals align and are responsive to district initiatives. During the 2013-16 cycle, professional development goals will include/align differentiation based on/and using EVAAS data, concentrate on Common Core/Essential Standards and be responsive to Teachscape data.

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

**Description:** Correlate county wide initiatives with AIG goals and objectives through staff development.

Assist in implementation of county wide initiatives and school initiatives based on Teachscape data  
Present models of differentiation for Common Core/Essential Standards  
Demonstrate how EVAAS data can help determine/give focus to DEPs

**Planned Sources of Evidence:** Staff Development agenda and handouts  
Staff Development logs

**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:** WCPS develops and/or offers opportunities for teachers of gifted students to take advantage of professional development that is based on NCSCOS/CC/ES at the local, state, and national level.

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

**Description:** Staff development that provides strategies for implementing differentiation of the national core standards.

Staff development that reflects best practices as related to 21st century

**Planned Sources of Evidence:** Agenda

Handouts

Participation logs

**Other Comments:**

**Practice G**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Based on teacher survey data, 76% of teachers feel they need more time to share, plan, implement, and reflect on professional development learning. While AIG professional development time is allotted monthly, teachers need more time to synthesize, develop, generate and share best practices in gifted instruction.

**Goals:** AIG specialist have adequate time to plan collaboratively  
AIG specialist have allotted time to plan with classroom teachers  
Classroom learning is differentiated consistently and effectively to meet student needs  
AIG services are in a state of continuous improvement  
Conceptual units of study are developed and implemented for gifted students

**Description:** AIG specialists will allot time to collaborate with other specialists for planning and professional development.

Times are established when specialist can meet in planning groups.

Annual strategic plan meetings will be planned to access the implementation of the strategic plan over an extended period of time.

AIG specialist will coordinate with classroom teachers at their school sites to address professional development needs of classroom teachers.

AIG specialist will assist in the development of units that will assist classroom teachers in differentiating instruction for gifted learners.

**Planned Sources of Evidence:** AIG PLC attendance

AIG differentiated units

Notes from AIG planning days

PLC video

**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:** Based on feedback from teachers and stakeholders, the social and emotional needs of gifted students in WCPS should be a continued focus. A framework is in place but is not consistently implemented across all grade levels and settings at this time. Professional development has been offered to all teachers who work with gifted; however, guidance counselors and administrators need to be an added focus group for this practice.

**Goals:** Establish a network to help make all stakeholders aware of resources to support the social and emotional needs of students

**Description:** •Online resources and links to research

- Research and implement professional development to enhance to the awareness of social and emotional needs of gifted students.
- Provide stakeholders with "at a glance" information about gifted students social and emotional needs of gifted.
- Disseminate information to all stakeholders at the site level.

**Planned Sources of Evidence:** •Website

- Brochures
- AIG library
- Professional development roster

### **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:** WCPS AIG programs and services are aligned and documented during the identification process. During this time, a Differentiated Education Plan or Individualized Differentiated Education

Plan is developed to match the needs of the student with the services WCPS AIG can offer. We will continue to maintain this process as it provides a consistent framework for determining and implementing traditional and non-traditional service options.

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

**Description:** Continue to match program availability with academic and intellectual needs of students.

**Planned Sources of Evidence:** •DEP

•AIG Site Team minutes

**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 Focused Practice for 2013-2016.**

**Rationale:** WCPS AIG delivers programs and services that are embedded and connected to the total instructional program. Our focus during this plan cycle is to play a larger role in the LEA's consideration of AIG in programs that are currently being developed and delivered such as RTI and RTTT.

**Goals:** Communicate and collaborate with instructional departments to ensure AIG services are integrated with the total instructional program.  
Work with administrative teams to make sure AIG is addressed at all levels.  
AIG is part of leadership teams.

**Description:** AIG Coordinator and Specialists will attend school level site team meetings  
AIG Specialists and Contacts will attend Teachscape meetings  
AIG Coordinator or Designee will attend LEA meetings

**Planned Sources of Evidence:** Meeting Notes

Agendas  
Policies

**Other Comments:**

### **Practice D**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** WCPS AIG has in place an established network that informs all stakeholders about differentiated services, programs, and policies. We will continue to inform and educate all stakeholders using a variety of methods including but not limited to face to face meetings, DEPs, professional development, brochures, and our website.

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

**Description:** •Professional development monthly and through WCPS Summer Institute

- Beginning of the Year teacher meetings
- Transition meetings
- Grade level meetings

**Planned Sources of Evidence:** Beginning of Year Teacher Packet

Transition paperwork

Site Team minutes

Professional Development rosters

**Other Comments:**

**Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** According to teachers' surveys and self assessment data, communication is effective. Transition meetings are held annually in order to assure parents, teachers, and students are informed about services and programs. We will maintain this practice.

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

**Description:** •Hold transition meetings at end of fifth grade or movement to a middle school, at the end of eighth grade, or movement to a new school.

- Regularly scheduled K-12 AIG meetings
- Meeting with K-12 administrators (as needed)
- Record Exchange/Feeder school meeting
- Talent pool for identification/nurturing

**Planned Sources of Evidence:** Transcripts

Agenda minutes

Transfer forms

**Other Comments:**

### **Practice F**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** WCPS AIG program specialists meet with teachers informally weekly and monthly to talk about student performance, needs, interests, and instructional differentiation. Since all AIG students are differentiated for in the classroom and WCPS classrooms are inclusive of all exceptionalities, collaboration with all stakeholders is on-going. There is a need, however, for more formal professional development with all stakeholders to ensure a better understanding of the gifted student and the rigor needed in differentiation.

- Goals:**
- To increase collaboration among stakeholders in all areas
  - To involve special area teachers in the development of DEP
  - To inform and educate administrators about service options and needs

**Description:** Continue to meet with stakeholders weekly and/or monthly to discuss student needs (DEP)

Issue invitations to all departments for DEP service development

Provide meeting times that are acceptable to exceptional children's teachers and administrators  
timelines for scheduling

**Planned Sources of Evidence:** DEP signatures

Meeting notes

Calendars

**Other Comments:**

### **Practice G**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** While the WCPS AIG program collaborates with all stakeholders to provide differentiation and services, more professional development and communication is needed to truly grasp the social and emotional needs of our gifted students across all grade levels.

- Goals:**
- To increase the awareness of social and emotional needs of gifted students
  - To provide opportunities for collaboration of school personnel and families

**Description:** •Training on gifted characteristics that effect social/emotional status

- Provide brochures on social and emotional needs
- Meet with site teams to discuss student's social and emotional needs

**Planned Sources of Evidence:** •Brochures

- Site team minutes
- Professional development rosters

**Other Comments:**

### **Practice H**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Based on stakeholder feedback we are choosing to maintain current policies and procedures to ensure placement options. WCPS will focus on the development and implementation of Credit by Demonstrated Mastery, Early Entrance to Kindergarten, and academic acceleration for students in K-3 when needed.

**Goals:** To continue to maintain placement options for individual students who demonstrate need.  
To provide acceleration/enrichment options for highly able K-3 students when needed.  
To develop, implement and educate all stakeholders about Credit by Demonstrated Mastery  
To inform all stakeholders about early entrance to Kindergarten

**Description:** Currently, WCPS AIG program deals with gifted individuals who show extraordinary need beyond what our current DEP service options provide on a case by case basis. As these students are rare in our demographic area, we often serve these students individually and with an altered or individual DEP to meet their needs. More study will need to be done in order to create a method for this standard.

Credit by Demonstrated Mastery (CDM) will be researched and developed during the 2012-13 year with implementation for 2013-14 school year.

WCPS AIG program strictly follows the NC General Statues for Early Entrance to Kindergarten (EEK) with no added restrictions.

**Planned Sources of Evidence:** NET Forms

- Portfolio
- Previous Identification/ tools
- DEP
- Credit by Mastery Policy and Procedure Guide and Timeline

**Other Comments:**

### **Practice I**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Our focus in this the 2012-16 plan cycle, is to better identify our under represented populations so that we may be better able to target and intentionally plan for the services needed for the identified populations we find. We will continue to research and strengthen service options for these populations.

- Goals:**
- Provide responsive programming to all populations
  - Provide professional development on under represented populations
  - Communicate service options
  - Establish site teams that include EC, ESL, and Title One teachers

**Description:** New identification instruments will be used and evaluated for effectiveness in finding under represented populations. All named under represented populations will be addressed in professional development with all teachers. Alternate service options may be developed and implemented for effectiveness during this period in order to ensure a fit for our largest underrepresented populations.

**Planned Sources of Evidence:** PD Roster  
DEP  
Meeting notes

**Other Comments:**

### **Practice J**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** WCPS AIG programs will continue to provide AIG students with resources and opportunities for extra curricular programs and events that enhance and develop learning.

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

**Description:** •Provide information on extra-curricular opportunities that are both school based and extraneous

- Provide district outreach opportunities for enrichment
- Provide campus field studies and conferences for gifted high school students

**Planned Sources of Evidence:** •Copy of extra-curricular opportunities given

- Outreach flyers/letters/contracts
- Field study/high school opportunities rosters

**Other Comments:**

## **Standard 5: Partnerships**

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

### **Practice A**

Develops partnerships with parents/families and the community that are intentional and meaningful to support the academic, intellectual, social and emotional needs of AIG students.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** WCPS AIG currently provides many opportunities for parents/families and the community to discuss services for identified students.

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

**Description:** Continue to hold parent meetings in which identification, services, and support of gifted students is explained.

Continue to hold transition meetings for students and parents during times of movement.  
Encourage and educate stakeholders about the process of establishing a PAGE chapter.

**Planned Sources of Evidence:** Meeting dates

Agendas

Forms/Invitation to Conference

**Other Comments:**

### **Practice B**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Based on focus group data and the self assessment, WCPS teachers and families feel that they are well informed with regard to AIG programming and policies. We will continue with our practices of disseminating this information. WCPS shares information in a variety of ways. On-Site parent meetings, transition meetings, flyers, and the AIG web site give parents and stakeholders an opportunity to gather information about AIG constantly and consistently.

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

**Description:** Publish the current AIG plan and policies on the WCPS website.

Direct stakeholders to current plan and policies.

Embed focus/survey questions into regular scheduled meetings.

Hold regularly scheduled parent/stakeholder meetings.  
Continue to provide resources for parents through the school year.  
Disseminate a published copy of the current AIG plan to administration and stakeholders

**Planned Sources of Evidence:** Meeting notes

Agendas  
AIG Plan

**Other Comments:**

**Practice C**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Currently, WCPS holds stakeholder meetings to introduce and discuss the AIG program and site allocations, and to conduct focus groups. All AIG parents are invited, however, community stakeholder involvement remains limited.

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

**Description:** Parents review and sign site allocation plans for the development and implementation of AIG programming annually.

Parent focus groups are held at the site level during plan development.

Stakeholders from the community attend focus groups for plan development at the system level during plan development.

Upon invitation, the WCPS AIG program is presented to military leaders in our military community at the time requested.

**Planned Sources of Evidence:** Parent letters

Flyers  
AIG Allocation Plans  
Meeting minutes

**Other Comments:**

**Practice D**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** WCPS is diverse in language and culture. Currently, we translate AIG forms, due process brochures and county opportunities into Spanish only. As our language needs vacillate with

languages such as Vietnamese, Cantonese, Japanese, and Chinese, we will continue to focus on finding ways to accurately interpret and communicate as the needs arise.

**Goals:** Create forms that clearly articulate the intent of WCPS AIG program in a culturally friendly way.

**Description:** Survey WCPS for language needs.

Employ an interpreter to correctly translate all forms of communication into need languages  
Find resources for accurate interpretation of various Asian languages

**Planned Sources of Evidence:** Forms

**Other Comments:**

### **Practice E**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** WCPS AIG Specialists intentionally meet with parent/families to discuss student achievement, placement options, the development of Differentiated Education Plan, and other educational opportunities. We will continue to focus on this practice as there is a need for more initiatives to involve stakeholders in order to support gifted education and gifted students.

**Goals:** Partner with business and community groups to support and offer guidance in creating viable mentorship and internship programs  
Invite community leaders to develop a PAGE organization  
Invite stakeholders to organize an Exceptional Needs Advisory Board  
Develop parent/stakeholder workshops

**Description:** Partner with business and community groups to support and offer guidance in creating viable mentorship and internship programs  
Invite community leaders to develop a PAGE organization  
Invite stakeholders to organize an Exceptional Needs Advisory Board  
Develop parent/stakeholder workshops

**Planned Sources of Evidence:** Meeting agenda

Signed plans  
Flyers  
Newsletter

**Other Comments:**

## **Standard 6: Program Accountability**

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

### **Practice A**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** WCPS has developed and written an AIG local plan for seven generations. The 2013-16 plan has been written in accordance to current state legislation, SBE policy, WCPS policy, and stakeholder input.

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

**Description:** •Self Assessment/Parent/teacher/ student surveys model will provide feedback and data to help devise a plan that best meets the needs of gifted learners.

- Research ways to strengthen the areas of need
- Develop standards to address the areas of need
- Monitor plan procedures to ensure a continuum of the development and implementation of the AIG program
- On going review of a 'living document'

**Planned Sources of Evidence:** Local Self assessment data - survey models

Written plan and policies

BOE approval

Agenda and minutes of on going review of practices and procedures

Submission to NCBOE/DPI

**Other Comments:**

### **Practice B**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** WCPS will continue to monitor the local AIG plan to ensure compliance with gifted legislation, SBE policy, WCPS policy, and local guidelines. Special attention will be given to the implementation of focus practices.

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

**Description:** Levels of monitoring will be established:

1. AIG Specialist will monitor their work and reflect through Professional Learning Communities (PLC)
2. Goal setting plans will be written by each AIG specialist and shared with colleagues
3. District Level AIG coordinator will oversee and monitor the implementation of guidelines and program progress on an on-going basis
4. Stakeholders input will be gathered annually through survey

**Planned Sources of Evidence:** Teacher evaluation form  
PLC meeting agenda and minutes  
GSP  
System data updates

**Other Comments:**

### **Practice C**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The AIG coordinator will work with the WCPS financial officer and Board of Education in order to monitor and maintain an accurate accounting of funds available from the state. WCPS AIG will use to the best of its ability any and all state funds to ensure AIG programs stay intact according to this plan.

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

**Description:** To appropriately allot funds to enhance and enrich the AIG program.  
To share all funding sources with all stakeholders at the beginning and the end of the school year To ensure understanding of the allocation of the state funding.

**Planned Sources of Evidence:** AIG agendas show annual sharing of state allocated funds.  
Ledger of expenditures and transactions

**Other Comments:**

### **Practice D**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** While AIG student performance and growth has been monitored in the past, a system for analysis will be put in place for all schools at the site level. WCPS will also focus on this practice with special attention being paid to the annual drop-out data of high schools students.

**Goals:** To gather data from all sources across all grade levels  
To develop a process for disseminating data within the system

**Description:** Gather, analyze and share AIG student growth and achievement data  
Gather, analyze and determine needs of underserved populations  
Develop a process for disseminating data  
Utilize graduation coaches to gather drop out data  
Utilize EVAAS data to analyze student growth

**Planned Sources of Evidence:** EVAAS data  
Drop-out reports  
Head count  
Growth reports

**Other Comments:**

**Practice E**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** WCPS AIG has monitored the disproportional numbers that deal with race in our gifted programs but will focus on this practice as we have not formally monitored all under represented populations as a group.

**Goals:** Analyze demographics and retention of under represented populations  
Monitor all groups within our under represented population within the program  
Study the referral, identification, and service of under represented populations

**Description:** Examine subgroup populations within nurturing groups, talent pools, service areas and headcounts  
Analyze trend data in under represented populations  
Develop a plan/log to show retention of under represented populations

**Planned Sources of Evidence:** NET List  
Talent Pools  
Headcounts  
Data logs

EVAAS  
Student schedules and transcripts

**Other Comments:**

**Practice F**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** WCPS AIG will continue to monitor the credentials of personnel serving AIG students through Human Resources, administrators and professional development plans.

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

**Description:** Data will be maintained through the Human Resources (HR)  
Print out of licensed personnel  
Maintain a log of teachers attending AIG on-going professional development

**Planned Sources of Evidence:** HR reports  
Professional Development log

**Other Comments:**

**Practice G**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** According to our self-assessment and survey data, this is still an area that needs focus. Advisory groups are voluntary and have become small with representation from a narrow scope of the population. We will attempt to make a broader reach for stakeholder input.

**Goals:** To establish a diverse group of community members, parents, teachers, and students in order to form an advisory group

To promote proactive and constructive reviews of AIG programming

To meet regularly in order to make recommendations for program improvement in a timely manner

**Description:** An advisory group will be determined based on school nomination, partnerships, or ability to volunteer.

The group will discuss programming, data, and state laws and standards for gifted.

Focus groups may be held at the site level in areas where requested or where several feeder schools exist.

The advisory group will meet annually with the option to meet as often as needed.

**Planned Sources of Evidence:** Meeting notes

**Other Comments:**

### **Practice H**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** WCPS will continue to focus on this practice as surveys and feedback are solicited but response rarely represent our total population of gifted students.

**Goals:** Conduct periodic needs assessments allowing feedback regarding the quality and effectiveness of the AIG program.

Utilize surveys to develop and implement changes to strengthen program areas

**Description:** Develop a schedule of stakeholder surveys to provide an on going needs assessment  
Develop and publish timeline showing survey questions and results  
Monitoring may include: media contacts, parent conference, weekly communication, email, blogs, course/event evaluations, etc.

**Planned Sources of Evidence:** Survey

Survey results

Timeline

Evaluation forms

**Other Comments:**

### **Practice I**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** WCPS has an established process to review and revise our current program. We strive for continuous improvement in order to keep our program and policies current and based on the need of our community and its diversity.

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

**Description:** Evaluation will be based on a complete review of each program component: philosophy, goals, student identification procedures, service delivery, personnel, and parent and community involvement. A team of certified AIG specialists will conduct the evaluation. Each component will be examined to determine its effectiveness based on current district data, student needs, parent and community attitudes, and research in the field of gifted education. Overall program evaluation will occur every three years. However, certain program components will be reviewed every year. These include: curriculum differentiation and implementation, student participation and progress, staff development, and public relations. Individual student evaluation is a continuous process. To evaluate this area, a variety of tools will be used.

**Planned Sources of Evidence:** Documented review processes showing needed revisions.  
Research areas deemed necessary for revision.  
Determine multiple sources of data.  
Timeline

**Other Comments:**

### **Practice J**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** While WCPS AIG has shared evaluation results with teachers and administrators in the past, we will focus on making evaluation, survey, and program results public. We will collect data from the current plan and disseminate it after it is collected.

**Goals:** To provide evaluation data to the public via our website

**Description:** Place evaluation data from our current plan in our WCPS AIG website  
Establish a more user friendly way to interpret data  
Continually update evaluation data when needed

**Planned Sources of Evidence:** Website

**Other Comments:**

### **Practice K**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** WCPS has an established due process that protects the rights of AIG students. We will

continue to use these practices and procedures.

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

**Description:** Disagreements Regarding Referral, Identification, or Services

1. The parent or guardian requests a conference with the teacher providing the service option.
2. The parent or guardian requests a conference with the Academically/Intellectually Gifted Specialist who serves the school that child attends.
3. The parent or guardian requests a conference with the Academically/Intellectually Gifted Site Identification Team.
4. The parent or guardian requests a conference with the school principal.
5. The parent or guardian requests a conference with the Academically/Intellectually Gifted Coordinator for Wayne County Public Schools to review the site team and principal's decision.
6. The parent or guardian appeals in writing the principal's decision to the area associate superintendent.
7. The parent or guardian appeals in writing the decision to the Superintendent.
8. The parent or guardian appeals to the Wayne County Public Schools Board of Education.
9. The parent or guardian petitions the administrative law judge for a contested case hearing.
10. If the parent or guardian and the education agency cannot agree on the identification or the services of a child, then a third party can be asked to mediate (talk to both sides about the problem). Mediation is not a procedure required by law but is an attempt to resolve the problem(s) rather than going to a court hearing. Mediation can occur after the principal, superintendent, or the board has made decisions. If a resolution that is satisfactory to both parties can be reached through mediation, loss of time and effort can be avoided. Mediation, however, cannot be used by either party to delay a hearing by an administrative law judge.

**Planned Sources of Evidence:** Document located in appendix.

**Other Comments:**

**Glossary (optional):**

Glossary can be found in the appendix under "Glossary for AIG plan".

**Appendix (optional):**

talent pool sheet.xls (*Appendix - Standard 1:2*)  
K-3 Nurturing Program.doc (*Appendix - Standard 1:2:4*)  
NET Observational Form revised.doc (*Appendix - Standard 1:2:4*)  
NET Observational Data Instrument-cover.doc (*Appendix - Standard 1:2:4*)  
NET for Under Rep Populations-cover.doc (*Appendix - Standard 1:2:4*)  
NET underrep checklist-inside.doc (*Appendix - Standard 1:2:4*)  
ELIGIBILITY AND IDENTIFICATION.doc (*Appendix - Standard 1:4*)  
IDENTIFICATION OF STUDENTS FOR DIFFERENTIATED PLACEMENT IN GIFTED  
EDUCATION.doc (*Appendix - Standard 1:4*)  
Timeline for Identification.doc (*Appendix - Standard 1:4:5*)  
AIG 1 8-13.DOC (*Appendix - Standard 1:5*)  
AIG 1 SPANISH.DOC (*Appendix - Standard 1:5*)  
AIG 2 0800.DOC (*Appendix - Standard 1:5*)  
AIG 2 con't Revised 8-13.doc (*Appendix - Standard 1:5*)  
AIG 3 SPANISH.DOC (*Appendix - Standard 1:5*)  
AIG 3 revised 8-13.DOC (*Appendix - Standard 1:5*)  
AIG 4 SPANISH.DOC (*Appendix - Standard 1:5*)  
AIG 4 Transfer 8-13.DOC (*Appendix - Standard 1:5*)  
AIG 4.DOC (*Appendix - Standard 1:5*)  
AIG 5 revised 8-13.DOC (*Appendix - Standard 1:5*)  
AIG Cum Card.doc (*Appendix - Standard 1:5*)  
AIG\_SR.doc (*Appendix - Standard 1:5*)  
DISAGREEMENTS REGARDING REFERRAL.doc (*Appendix - Standard 1:5:6*)  
Differentiated Education Teacher Plan.doc (*Appendix - Standard 2*)  
2013-14 Projected Budget for 13-16 plan.xlsx (*Appendix - Standard 3:6*)  
AIGQuarterly Report.doc (*Appendix - Standard 5*)