

Whiteville City Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2013-2016

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

LEA Superintendent's Name: Dr C.T. Hager

LEA AIG Contact Name: Glenda H. Phillips

Submitted to NC Department of Public Instruction on: JULY 11, 2013, 09:50:06

Revision Submitted to NC Department of Public Instruction on: JULY 11, 2013, 09:50:06

Whiteville City 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, Whiteville City Schools local AIG plan is as follows:

Whiteville City Schools Vision for local AIG program: Whiteville City Schools believes that educators should "empower all students to reach their maximum potential for lifelong learning and productive citizenship." The Board of Education recognizes that some students have the potential, or are capable of possessing, exceptional learning abilities and/or outstanding talent. Because these students are considered gifted, they demand experiences apart from, but connected to, the regular classroom.

It is our responsibility to provide diverse, suitable, ongoing learning experiences and learning environments that integrate the academic, psychological and social needs of students. (Eckert and Purcell, pp. 18 and 19) We believe that the AIG program should be designed to challenge and stimulate the AIG student through a multi-dimensional teaching approach involving special curricula, enrichment opportunities, and the acceleration of course content. The AIG program at all levels should provide experiences that distinguish the regular non-gifted program from gifted services. Whiteville City Schools further recognizes that outstanding abilities are present in students from all cultural groups across all economic circumstances, and in all areas of human enterprise. Gagne, in his "Differentiated Model of Giftedness and Talented," offers the idea that natural abilities, like excelling in academic fields, are gifts which must be developed to become talents. Nurturing programs that begin with prekindergarten and are integrated into all grades levels are important to the talent development process. We must, however, raise the bar across the curriculum and across all programs.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$157688.00	\$8686.00	\$110866.00	\$0.00

Table of Contents

Standard 1: Student Identification	4
Standard 2: Differentiated Curriculum and Instruction	13
Standard 3: Personnel and Professional Development	26
Standard 4: Comprehensive Programming within a Total School Community	34
Standard 5: Partnerships	47
Standard 6: Program Accountability	52

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 LEA already employs a check and balance system of local review to act as local quality control in the implementation of screening, referral and identification procedures. Program self-assessment data and input from stakeholders indicates that articulation is effectively done. However, stakeholders and survey data continue to indicate that we need to do a better job of disseminating information regarding screening, referral and identification processes at the school level, among schools, among all staff, and in the community. Therefore, this is a focused practice.

Goals: Whiteville City Schools will seek to do the following to meet this practice:

1. To share screening and identification criteria with all stakeholders.
2. To consistently and accurately articulate the identification process to parents and to answer their questions regarding these processes.
3. To provide training for appropriate school staff in the referral and identification processes.
4. To document activities that support this practice.
5. To create a better presence on the Whiteville City Schools website.
6. To develop and disseminate information fliers and/or brochures describing the program at each level.
7. To create a high school AIG Leadership Team.
8. To ensure that identification criteria are followed consistently with all students who are in the AIG pool and any additional referrals.
9. To implement the second pathway for identification new with this plan.

Description: The district currently uses clearly delineated processes for screening, referral and identification. The annual review process and identification criteria have been revised to better meet the needs of our student population. An AIG pool is developed at the end of the second grade year based on scores from the SAGES-2. In order to be in the AIG pool, students must demonstrate a quotient of 113 (80th percentile) on two of the three SAGES-2 subtests--language arts, mathematics and/or reasoning. As part of the referral process, second and third grade teachers submit their top 3 students in each of the three under-represented groups--African American, American Indian, or Hispanic--to ensure these students are included in the AIG pool. In addition, students who do not make the pool but have EOG scores at the highest level will be added to the pool. A second pathway for identification has been added to the plan to address the traditionally under-represented populations of the gifted. AIG referrals at all grade levels are accepted at any time from parents, teachers, students and any others and are processed for identification. (See Appendices, Form AIG-1) Information regarding referral and identification processes is included in the AIG plan, in brochures, at parent meetings, and at GIT (Gifted Identification Team) meetings. Information will also be posted

on the district's website and on school websites. AIG criteria are clear and equitable for all grade levels. However, more training needs to be held for all school staff to improve the articulation and dissemination of the AIG referral and identification processes. Achieving effective communication with parents, teachers and school staff will require training for our school staff on the criteria and how to implement them. In order to accomplish these goals, the district plans to implement the following activities:

1. The AIG district coordinator will coordinate presentations at functions where stakeholders are present.
2. The AIG Plan will be made available to all stakeholders on the district's website.
3. The AIG district coordinator will set up focus meetings with LEA staff, students, and parents at least once annually to discuss the identification process, to assess the level of understanding of these groups, and to clarify AIG program levels.
4. Brochures about the AIG program K-12 will be developed and disseminated.
5. AIG identification criteria will be shared with parents at Gifted Identification Team Meetings.
6. The AIG coordinator will ensure that school staff are trained in the referral and identification process to help them articulate this information to parents.
7. School Gifted Identification Teams (GIT's) will make decisions regarding placement and service delivery in compliance with district identification criteria.
8. The district will revise the current referral form to require more relevant information regarding the reason for the referral. This new form will be shared with teachers and parents.
9. The district will establish and maintain an AIG Advisory Committee that will have school and community representation. This committee will meet at least once annually.

Planned Sources of Evidence: Whiteville City Schools will provide the following as sources of evidence:

1. LEA's AIG Plan is in place and being followed
2. Agendas and Rosters of meetings and trainings are maintained.
3. Local AIG Plan is available on school and district websites.
4. District informational documents--brochures, handbooks, letters to parents, etc., have been developed and shared.
5. District surveys for program feedback--teachers, students, administrators, and parents have been conducted.
6. DEP's and other placement forms are signed by School GIT members.
7. AIG Student Folders indicate parent participation in annual review and identification processes.

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: Whiteville City Schools uses multiple criteria to find students for its gifted program. According to a research article written by McBee (2006), lack of referral is a big problem in finding gifted students from minority groups, both socioeconomic and racial. This school district has recognized this problem and has multiple ways to identify students who would do well in gifted education. Local data indicates that the district does an effective job of getting representation across several minority groups. The district will continue to find ways to ensure that gifted students from minority groups get into the referral process. Stakeholders and school staff indicate that current criteria are effective in locating students in need of differentiation at a rigorous level. Therefore, this is a maintained practice.

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

Description: LEA uses multiple criteria for student identification beginning in grade 3, with two Pathways for entering the program. (See AIG 4 and 4a) The identification process for Pathway One begins with AIG screening using the "Screening for Academically Gifted Elementary and Middle School Students"(SAGES-2). Screening is conducted in the spring of Grade 2, and the AIG pool is developed. Students scoring a quotient of 113+(80th%ile) on two of the three SAGES-2 subtests-- language arts, mathematics, and reasoning- will be placed in the 3rd grade AIG pool. At the end of April, second grade teachers will submit to the AIG Coordinator a list of the top 3 students in their classes from the following under-represented subgroups--African American, Hispanic and American Indian. These students will be included in the AIG pool as well, even if they do not meet the cutoff scores for the pool. Students who score 90%ile or above on either reading and/or math EOG's will be included in the pool as well. Criteria used for identification include the following:

- a) Aptitude/Achievement--SAGES-2 Scores in Language Arts/Social Studies, Mathematics/Science, and Reasoning (Quotient)
- b) Student Interest Inventory (Normed)
- c) Five Normed Renzulli Teacher Rating Scales (Reading, Math, Motivation to Learn, Leadership, and Learning.)
- d) Reading and Math EOG Scores (90th-95th%ile)

These scores are plotted on a student profile (matrix) from "Very Likely to be Gifted" to "Unlikely to be Gifted." Points are attached to each of the criteria with the most weight given to the aptitude and achievement scores on the SAGES-2. Students in the top level of service, Level 1, earn 17-20 points on the student profile in reading and/or mathematics. Students in Level 2 earn 13-16 points on the profile in reading and/or math. There is no placement for scores below 11 points. However, students scoring at the 99th+ percentile on the Reasoning Subtest could be placed on this criterion only. The level of service is based on the student's overall score on all criteria. Students may be identified in both language arts and math, or in one area only. (See Student Matrices, AIG-4)

Pathway Two is an alternative route for students in traditionally under-represented populations who do not meet the criteria for placement in Pathway One but who demonstrate qualities and characteristics of giftedness. These students must fit a specific demographic profile and demonstrate high academic achievement over a period of time. These criteria are outlined on AIG-4a, the Profile Form for Pathway Two. The level of AIG services will be determined by the school's Gifted Identification Team.

Planned Sources of Evidence: Whiteville City Schools will provide the following sources of evidence:

1. AIG headcount that is reflective of district's demographics.
2. Non-traditional tools are used for identification as needed.
3. Lists of assessment instruments are available.
4. Documents that invite parent input.
5. LEA's AIG Plan is disseminated for all stakeholders to access.
6. Discussions with school AIG specialists, counselors, administrators, and other staff are documented by rosters, agendas, and minutes of meetings.
7. School GIT's are following the district's identification and placement criteria.
8. AIG Pool includes students who meet the cutoff for Pathway One Identification.

Other Comments: Currently, the district identifies the following percentages as compared to the State percentage of 11%. This percentage is calculated on the number of AIG students compared to the total school population: (See Attachment B)

Grades 4-5	17%
Grades 6-8	18%
Grades 9-12	23%
Overall percentage:	13%

AIG by Ethnicity:

Grades 4-5	26%
Grades 6-8	20%
Grades 9-12	19%
Overall	20%

The criteria for placement were revised in the last two years and identification numbers at grades 4-5 show a significant decrease in the number of students identified for the program. Our stakeholders report that the new criteria enable us to better identify the academically gifted students in our district. Beginning with the 2013-2014 school year, we will begin to identify students in grade 3 rather than grade 4. The nurturing component, PREP, will continue in grades K-2.

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: Whiteville City Schools already uses screening, referral and identification procedures that respond to traditionally under-represented populations of the gifted and are responsive to the district demographics. All of the schools in the district are identified as Title I schools due to the high percentage of economically disadvantaged students in the district. There is a system of checks and balances in place to serve as local quality control in the implementation of screening, referral, and identification procedures. Therefore, this is a maintained practice.

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

Description: Effective with the 2013-2014 school year, a second Pathway will be used for AIG Identification for students who respond to traditionally under-represented populations of the gifted. This route is designed for under-represented students who do not meet the guidelines for placement under Pathway One. Students referred for Pathway Two must meet a specific demographic profile and must have demonstrated academic excellence over a period of time. The criteria for Pathway Two are described in Attachment A, Parent Summary of Identification and on the Pathway Two Profile, AIG 4a, both included in the Appendix.

The district uses the SAGES-2 as a screening and identification measure. The UNIT (Universal Non-Verbal Intelligence Test) and Naglieri are used in addition to the SAGES-2 as non-traditional measures to help in identifying students from under-represented groups. Teacher recommendation is a highly valued component whenever we are identifying students from under-represented groups. The district accepts individual psychological evaluations and individual achievement tests provided by parents if they are performed by a licensed psychologist and are valid. The district has purchased the Naglieri on-line version for the 2013-2014 school year to assess African American and Hispanic students who do not meet cutoff scores for the pool or who have been referred to the program. As of the 2012-2013 school year, approximately 20% of the AIG students in our district come from diverse populations, both socio-economically disadvantaged and racial/ethnic minorities.

Planned Sources of Evidence: The district will provide the following sources of evidence:

1. Students' confidential AIG folders and data used in identification.
2. Evidence that other non-traditional measures (portfolios and interviews) are used in identifying underrepresented groups.
3. The percent of AIG identified students will be more aligned with the State average.

Other Comments: The SAGES-2, along with 5 Renzulli teacher rating scales-- reading, mathematics, leadership, motivation, and learning-- classroom performance, and an interest inventory are used as the district's set of multiple criteria for identification. The district has been very open to giving our students the benefit of the doubt relative to AIG identification. Identification teams have used a variety of tests and other assessments to ensure that every student who qualifies for services is served in the AIG program. With the implementation of the new identification criteria and use of the SAGES-2, the amount of re-testing has been reduced. Currently the district has no twice-exceptional children. Even though we have identified a few Hispanic children, none of these is limited English proficient. We will be working closely with the Migrant Program to ensure that we are reaching those students who need to be referred.

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: The district ensures consistency of these practices across the district. Feedback from stakeholders, teachers, administrators and students indicates that this practice is consistent across

the district and that the criteria seem to provide continuity in services and student identification. There is only one school of each grade configuration across the LEA. This is a small rural district with 4 schools that serve AIG students, PreK-2; 3-5; 6-8; and 9-12. Criteria for identification are the same for the elementary, middle school and high schools. The Nurturing Program, PREP (Primary Resource Enrichment Program), serves the K-2 school and has its own set of criteria for service. Therefore, this is a maintained practice. (See Attachment c.)

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

Description: The AIG program accepts referrals from parents, teachers, and students at all grade levels, and all referrals are processed according to our AIG procedures. The screening pool developed at the end of second grade is developed consistently among teachers. The identification process is flexible and takes into consideration that there are some students who might be AIG but do not meet the multiple criteria. For these students, non-traditional measures and alternative routes will be used for identification consideration. Procedures are clearly documented in the plan. The district will continue to provide consistency through the following practices:

1. Ensure that minority students are included in the pool by asking second grade teachers to include in their initial referral lists the top 5 minority students whose performance and motivation to learn are indicators of AIG "potential."
2. Continue to implement the K-2 nurturing program.
3. Use aptitude tests that are non-discriminatory--Naglieri and non-verbal measures as warranted.
4. Implement a second pathway for identification of under-represented populations.
5. Work closely with migrant program staff to find and nurture potentially gifted students.
6. The leadership team will explore options like the Young Scholars program to increase the proportion of under-represented students in gifted programs.
7. Add Pathway Two as an alternate route to identification.
8. If a student does not qualify based on the district's criteria in Pathway One or Two, the parent has the opportunity to conduct an independent evaluation which the school's GIT will consider in the identification process.

Planned Sources of Evidence: Whiteville City Schools will provide the following sources of evidence:

1. AIG child count will be reflective of LEA demographics.
2. A nurturing plan will be in place.
3. Identification documentation will show that non-traditional assessments were used for placement.
4. The percentage of underrepresented students receiving either nurturing or AIG services will increase a minimum of 20% from 2010-2016.
5. Data from the K-2 nurturing programs will indicate that African American and other minority students are being served and nurtured for possible AIG identification in grade 3.

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: This will be a maintained practice because the district has written policies and procedures that safeguard the rights of AIG students and their parents/families--due process procedures and a process for resolution. Also, the district has written policies and procedures that safeguard parents' rights to informed consent regarding identification and placement and reassessment procedures. These procedures are in the AIG plan and copies are given to parents of AIG students at least once annually during annual reviews of placement and at time of initial placement.

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

Description: The Whiteville City Schools AIG Program utilizes the following informed consent procedures and forms with parents:

- Invitation to Conference (Group DEP meeting) two invitations required
- Differentiated Education Plan
- The AIG Screening Pool;
- Test data and grade performance data to be filed with cumulative record.
- Consent for Evaluation--Signed by parent or guardian to denote permission to test
- AIG Matrix/Identification Profile--Signature on placement indicates receipt of this document.
- AIG High School Notification Letter
- Responses to parent referral

The district will continue to use the policies and procedures that are currently in place because they meet the intent of this practice. Each AIG student file maintains documentation of informed consent regarding identification and placement, permissions to test, student identification profiles, DEP's and evidences of annual reviews. At the time of identification, parents receive a copy of the due process procedures which includes procedures for resolving disagreements. Any time that a student is re-assessed, parents are notified and their permission is given in writing. In addition, there are procedures for students who transfer into the district. These students must meet the criteria for our district. A review of placement, including all evaluation data that was included in the initial placement decision, is done by the district's compliance specialist. The district follows legal procedures under G.S. 115C-150.8 in the resolution of disagreements. However, if following this procedure fails to resolve the disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. Due Process procedures are given to parents at initial placement and at annual review meetings. Parents sign a form that they have received a copy of these procedures:

- Due Process Procedures
 - Confidential AIG folders
 - Invitations to Conferences
 - Parents' Rights to an Independent Evaluation
 - Documentation of complaints and LEA responses/changes
 - Interviews/meetings with parents, school personnel where disagreements have occurred.
- (See Appendices--Forms 6 and 6a)

PROCEDURES TO RESOLVE DISAGREEMENTS:

Whenever parents or guardians and the school are unable to agree about services proposed in accordance with this plan, it is expected that the disagreement will be resolved at a level closest to the student. The first attempt to reach accord should be through a meeting involving the classroom teacher(s), the Gifted teachers, and the principal (or designee) at the school building level. If no resolution is reached, the parent or guardian may request in writing a review by the District's AIG Coordinator. Mediation is a highly recommended procedure for successful resolution of disputes. Mediation can be informal or formal. Parents/guardians may request formal mediation by contacting the AIG Coordinator at 642-4116. If the parents or guardians and Whiteville City Schools Board of Education cannot reach agreement through these processes, the parent or guardian has the right to petition a NC Administrative Law Judge whose decision will be final. Attorney fees are not available to parents or guardians in the event they prevail in a contested case hearing. (See AIG-10 and AIG 6b)

Planned Sources of Evidence: The district will provide the following sources of evidence:

1. Screening pool data.
2. Student AIG confidential folders.
3. Inclusion of forms as outlined in the document.
4. Documented lists of committee members at school and or district level.
5. Interviews/meetings with GIT members
6. Forms located in the Appendix.
7. Documentation in the student's AIG folder of parent receipt of due process procedures.
8. Parent Identification Summaries have been distributed and the processes explained to parents during meetings.
9. Copies of the district's written procedures--due process, conflict resolution, etc.
10. Minutes of any meetings relative to disagreements.

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: Whiteville City Schools currently maintains documentation that explains the identification process and service options for individual AIG students which is reviewed annually. Our schools meet with parents to conduct identification and/or annual review meetings. At the time of these meetings, identification processes and service options are discussed with parents, and parents receive student profiles and other documentation that apply to the student's identification. This process is working well and therefore will be maintained.

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

Description: AIG specialists in each school are responsible for conducting initial placement and annual review parent meetings through their Gifted Identification Teams (GIT's). They are also responsible for all AIG folders to ensure proper documentation of meetings, permissions, due process and other actions. Annual Review meetings are documented on a districtwide form (AIG 5), and this form is kept in the student's AIG Confidential Folder. Parents are provided a copy of the student's identification profile/matrix (AIG 4 or 4a) that is explained by the AIG teacher at the time of the meeting. An AIG compliance specialist at the district level monitors AIG Folders to ensure that processes have been followed and properly documented, at least once a year to verify AIG April Headcount. An AIG folder is maintained on every AIG identified student with all of the required forms and documentation outlined in the AIG Plan. The folders are audited at least once annually for the purpose of determining compliance with the guidelines and for AIG Headcount purposes. Parents are invited to placement and annual review meetings through a written Invitation to Conference (See Appendix--AIG 10).

The AIG staff reviews annually the following documentation with parents:

- Differentiated Education Plan
- AIG Work Samples
- Yearly Performance Review and AIG placement.
- AIG Progress Report
- Parents receive copies of documents for their files.

Planned Sources of Evidence: The district will provide the following sources of evidence:

1. The AIG student's confidential file.
2. Copies of the district's written procedures--due process, conflict resolution, etc.
3. Copy of district's transfer procedures for students who transfer into the district.
4. Minutes of any due process hearings/meetings or meetings to resolve conflict.

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: The practices of enrichment, extension and acceleration provide the foundation for the AIG curriculum in Whiteville City Schools. These three practices are strongly supported by research in gifted education for high-ability learners. Studies validate that the use of enrichment, along with grouping gifted learners, is the most effective practice in providing rigor and challenge, as well as meaningful learning opportunities for these high ability learners. While this continuum of services is in place and working, there is still a need to provide more differentiation in the regular classroom by addressing student interests, strengths and needs, and career aspirations. Therefore, this will remain a focused practice.

Goals: The district has identified the following goals:

1. Teachers, both AIG and regular classroom, will use strategies like tiering, compacting, learning contracts, independent learning activities, performance based learning and technology to differentiate standards and curriculum for the academically gifted student.
2. Teachers will use research-based materials and strategies like the William and Mary Units and Padeia Seminars to enhance reading and other content material.
3. Teachers will use the UDL model to assist in differentiation of instruction.
4. The high school will implement the new Advisor-Advisee Program for AIG students.
5. Teachers will differentiate instruction across all content areas--science, social studies, math, and language arts.
6. All teachers will adapt new Standard Course of Study to address the range of needs of our advanced learners.
7. Funds to purchase additional research-based curriculum to support the enrichment and extension of all gifted students at their levels of ability will be sought.

Description: Whiteville City Schools has been providing professional development for all teachers in the new Standard Course of Study, and this training helps prepare all teachers, including AIG teachers, to adapt the curriculum to meet the abilities, interests, and needs of identified students. This practice is mostly evident, but the need for strengthening is evident, particularly in the regular classroom.

The AIG program currently provides tiered services for identified students in grades 3-8. A K-2 nurturing program with a full-time teacher has been in place for four years. This program provides enrichment and extension across the curriculum for the high-ability learners. At the elementary and middle school levels, AIG students are grouped together for language arts and mathematics instruction. At the elementary level, students are pulled out and served by an AIG certified teacher

who provides enrichment and extension in language arts and math. The AIG Specialist at the school level provides consultation to regular classroom teachers to assist in the differentiation of instruction. At the middle school level, language arts and math classes are accelerated at both Level 1 and Level 2. However, there is a need to more effectively adapt the Standard Course of Study to the abilities, readiness levels, interests, and learning profiles of the students in science, social studies, math and language arts. Most differentiation occurs through grouping of students for instruction with certified AIG teachers. Even though regular classroom teachers are doing some differentiation, they need to intentionally use more strategies like compacting, tiered assignments, independent studies, learning contracts, and technology-based activities both in the regular classroom and AIG classroom. The AIG specialist at the elementary level, grades 3-5, reports that she is using edmodo online classroom instruction, problem-based learning techniques, inquiry-based learning and projects-based, hands on learning in her AIG classes. At the middle school level, Level 1 AIG students are grouped with other Level 1's for Language Arts and Math instruction at all grades levels. Technology is provided for all middle school students, and this technology is infused into the instructional program. Our students need to have opportunities for more participation in extracurricular activities like contests and competitions. More focus on differentiation in science and social studies is needed at all grade levels 3-12. In addition, other actions that will be necessary to meet these goals include the following: (1) Revise the DEP so that it requires teachers to specify what differentiation strategies will be used for each student; (2) Monitor use of differentiation strategies through classroom observations, lesson plans, and discussions with teachers at various meetings; (3) Develop a curriculum guide that specifies what curriculum materials, contests and competitions, and other activities that will be used or implemented at each grade level and in each service delivery option, and (4) Apply the North Carolina Honors Level Course Framework Rubric to all honors courses at the high school level, and adjust curriculum accordingly. Beyond the honors and AP course offerings, the high school will create an AIG Leadership Team that will work directly with the AIG students and provide the leadership needed at the school level to provide more enrichment and extension opportunities for the identified high school students. Beginning with the 2013-2014 school year, LEAs shall, based upon a body of evidence, award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time. The district will follow the "Guide for Implementation" that will be provided by the AIG Division at DPI.

Planned Sources of Evidence: The district will provide the following sources of evidence:

1. DEP's that specify differentiation strategies are developed and on file for each student.
2. Lesson plans will reflect the use of differentiation strategies for all readiness levels, interests and learning profiles.
3. Teachers will be able to show differentiation through sample assignments and student products.
4. Classroom observation data reflects specific differentiation strategies being used.
5. A curriculum guide by grade level will be developed and utilized in planning for instruction.
6. NCEOG scores and AIG student growth will give indications of program effectiveness.
7. Documented purchases of supplemental materials.

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Whiteville City Schools AIG Program currently employs diverse and effective instructional practices to address a range of learning needs. Although instructional practices are continually reviewed and modified, practices are mostly evident, resulting in a Maintained Practice.

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

Description: This practice is evident in a K-2 nurturing program, accelerated ELA and mathematics classes at the middle school level, and the offering of AP and honors courses, along with other specially designed activities, at the high school level.

PREP (Primary Resource Enrichment Program) K-2

Students receive services 2 times/week for forty-five minutes in small learning groups. The program uses a variety of technologies, as well as project and research-based learning tasks to enhance each child's regular classroom experience. PREP students explore learning tasks that include "Habits of Mind" and Gifted Intelligent Behaviors, along with their classroom instruction. The PREP teacher works closely with classroom teachers to plan activities that extend and enrich learning in the regular classroom. (See Attachment C)

SAIL (Students Accelerate In Learning) 3-5

The AIG Specialist serves Level 1 students in grades 3-5 for one 90-minute block per week for both language arts and mathematics. It is possible that a Level 1 student identified in both could receive 180 minutes of AIG instruction per week. This instructional approach consists of enrichment and acceleration activities for Level 2 and project/problem based learning which consists of one long project per grading period for Level 1. The AIG Specialist sees all students in Level 2 for 60 minutes per week in language arts and 60 minutes per week for mathematics, depending on the students' identification. It is possible for a student in Level 2 to receive 120 minutes of AIG instruction per week.

Acceleration Classes (6-8)

AIG Identified students in grades 6-8 are grouped homogeneously for AIG instruction in language arts and mathematics, depending on their level of service and content identification. AIG teachers providing the instruction are the teachers of record for these students. Teachers are AIG certified and are qualified to teach these classes. These classes are accelerated and students are taught in a technology-supported environment. At the 8th grade level, Level 1 and Level 2 students are scheduled into Integrated Math 1, a high school course.

AP and Honors Plus (9-12)

An honors course is offered for every standard level core course offered. Some examples include Honors English 1, Honors Biology 1, Honors World History, Honors Civics and Economics, and 3rd level and above for every arts and foreign language course. In the past, AP course in math and social studies were offered for a semester, whereas the AP English and science courses were paired and offered yearlong. Beginning in 2013-2014, AP English 3 will be paired with AP US History and AP English 4 will be paired with AP European History for yearlong courses. Additionally, students must

complete additional honors-level courses before enrolling in AP Calculus, Biology, or Physics, semester-long courses.

Field trips

Scheduled Meetings to give students time to

- a. share their creative works such as art, poetry or music
- b. complete activities designed by counselors specifically to meet the needs of AIG students
- c. talk with a mentor teacher/adult about an issue (academic, social, or emotional)

Guest Speakers

Service projects like assisting at Special Olympics.

Advisor/Advisee Program (9-12)

Students will be assigned a mentor/advisor who will "stay" with that group of students throughout their years at the high school. This group will serve as the AIG students' traditional homerooms. Meeting times/dates for AIG advisee groups will be determined through the collaboration of mentors, counselors, administration, and any additional faculty/staff deemed necessary. This program will become effective with the incoming ninth graders in 2013-2014, and the high school will add enrichment activities each school year.

Credit for Demonstrated Mastery-Effective Spring, 2014

Planned Sources of Evidence: The district has identified the following sources of evidence:

1. DEP's for each of the AIG Programs K-12 (See AIG 6)
2. Advisor/Advisee Program has been implemented with success at the high school level.
3. Documented evidence of enrichment and enhancement opportunities at the high school level beyond honors and AP courses.
4. Documentation reflects that teachers of AIG students have incorporated project-based and inquiry based learning into their instructional strategies.

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Research information on curriculum and instructional practices with gifted learners highly encourages an accelerative research-based curriculum that infuses higher order thinking processes, conceptual reasoning that explores problems and current issues, critical and creative thinking skills, and inquiry/discovery opportunities. While the Whiteville City Schools AIG Program utilizes a variety of research-based resources, the program needs to expand the utilization of more current supplemental materials and more strategic instructional strategies in order to meet the requirements

of the 21st Century. Accepting the belief that the AIG program is currently incorporating research based materials and instructional strategies, the AIG Leadership Team feels this practice can be maintained, but the program needs to be enhanced.

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

Description: The district employs the following to address a range of learning needs;

- 1) Tiered service for reading and math in grades 3-12
- 2) Classroom teachers provide differentiation for AIG students with support from the school's AIG Specialist at all levels.
- 3) AIG teachers provide differentiated instruction for the AIG students who receive direct service in the AIG classroom. (3-8)
- 4) Teachers' lesson plans indicate efforts to differentiate for the gifted learner.
- 5) Teachers have access to "William and Mary Teaching Units" as well as "Jacob's Ladder" materials for building thinking skills and problem solving skills.
- 6) Teachers use resource speakers, field trips, service learning projects, and technology to address a range of learning needs.
- 7) Advisement Procedures for those AIG students who are not working to their fullest potential.

Teachers incorporate the following materials into the curriculum:

- Building Thinking Skills (K-5)
- William and Mary Teaching Units (3-8)
- Battle of the Books (middle school)
- Duke Talent Search (middle school)
- Journalism (middle school)
- Thinking Maps
- Junior Great Books
- Accelerated Math
- Bloom's Taxonomy Skill Development Materials
- Primarily Logic (2-4)
- Thinking Through Analogies (3-6)
- Gifted Intelligences
- Spatial Reasoning (2-4)
- Money Matters (4-6)
- Advanced Placement and Honors Curriculum Materials
- Professional materials for teachers
- Analogies for Beginners (1-3)
- Chess Club (high school)

Teachers use the following instructional practices and strategies to deliver the curriculum:

- 21st century skills
- Technology Based Learning
- Creative Thinking
- Problem-Based Learning
- Socratic Seminar
- Inquiry Learning
- Curriculum Compacting
- Higher Order Questioning

Planned Sources of Evidence: The district will provide the following sources of evidence:

- 1) Classroom observational data
- 2) Lists of speakers used in the classroom.
- 3) Supplementary instructional resources
- 4) Student work products and assignments
- 5) "William and Mary Units/Jacob's Ladder Materials"
- 6) AIG student growth on NCEOG Tests

Other Comments: Our teachers are working hard to teach to the Standard Course of Study which provides a higher level of rigor than the previous State curriculum (NCSCOS). Teachers need to view differentiation as something that occurs naturally in their daily planning and instructional delivery. It is essential that we help our teachers, through training, by giving them strategies for differentiating and helping them integrate these strategies into their lesson planning.

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: Even though many of these skills are currently in place, this practice is large in scope and depth and deserves considerable evaluation before full implementation. The newly implemented Standard Course of Study requires teachers to infuse these skills and strategies into their instruction, and teachers will become more comfortable with infusing skills at an advanced level as they practice this in their classrooms. Twenty-first century global literacy is the goal for our students. Based on the self-assessment, this practice needs to be a focused one because more needs to be done in this area.

Goals: Whiteville City Schools has identified the following goals:

1. To expand the current curriculum (Revised Standard Course of Study) with additional research-based materials for enrichment beyond the SCOS.
2. To continue working with teachers to identify materials and strategies that support the infusion of 21st Century Skills into the total curriculum.
3. To develop relationships with various community partners to bring skills into the classroom using current real world scenarios
- 4) Identify community resources that are available to the schools to help foster 21st century skills
- 5) At the high school level, focus on taking the skills obtained in the AIG classroom out into real life and applying these skills to things like service projects.
- 6) To instill 21st Century Global Literacy in our students.

Description: Our schools currently select and use a variety of research-based supplemental resources to foster the development of 21st century content and skills:

- 1:1 Laptop Program for Instruction in grades 6-12
- Accelerated Math
- Junior Great Books
- William and Mary University Teaching Units (Grades 2-8)*
- ClassScape Benchmark Software
- Building Thinking Skills
- Hands-On Equations
- Bloom's Taxonomy Skill Development Materials
- Jacob's Ladder 1-3 (Grades 2-8)
- Thinking Through Analogies (grades 3-6)
- Analogies for Beginners (grades 1-3)
- Money Matters (grades 4-6)
- Beyond Base Ten (grades 3-6)
- Spatial Reasoning (grades 2-4)
- Primarily Logic (grades 2-4)
- Advanced Placement and Honors Curriculum Materials
- Professional materials that assist teachers with instructional enhancement--"Helping Children Learn"
- Edmodo online classroom instruction,
- Problem-Based Learning Strategies
- Inquiry-Based Learning
- Math Olympiad

The high school reports that they are already implementing this practice in honors and AP classrooms where the AIG students are served. (See AIG-13 in Appendices) Students are involved in activities such as the requirement for them to use sparknotes.com to take notes, utilizing Skype to teach lessons while absent students watch from home, creating YouTube "how-to" videos on web tools, and taking part in the DAR Essay Contest. Both the high school and middle school are participating in the 1-to-1 laptop initiative which ensures that all students have access to a MacBook at school every day. The high school intends to develop 21st century skills by utilizing the "Coding Academy" where students meet after school to learn computer coding in a fun, stress-free setting.

Planned Sources of Evidence: The district will provide the following sources of evidence:

- 1) Sample teaching units, lessons, activities, or evidence of delivery of services are available.
- 2) AIG NCEOG growth data is reviewed.
- 3) DEP's reflect use of these materials.
- 4) Examples of selected curriculum products are available.
- 5) Professional development documentation is maintained on participants.
- 6) Community partners and resources have been identified.

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: On-going assessment helps a teacher identify what a student currently understands and how to proceed with subsequent teaching and learning. Although on-going assessment is being used at all schools, teachers need to more effectively use the data they are provided through these assessments to guide and inform instruction. This is a focused practice because it is an area that needs growth.

- Goals:**
1. To continue to use formative and benchmark assessments to guide and inform instruction of all students.
 2. To more effectively use data from formative and benchmark assessments to assist in provision of services and in the development of the DEP.
 3. To use data from assessments as a basis for discussion in PLC's and in problem-solving sessions regarding meeting students' needs.

Description: Whiteville City Schools utilizes several assessment tools to support gifted learners K-12 to help develop DEP's and provide differentiation activities to enhance strengths and address needs. These assessments include, but are not limited to:

1. Progress monitoring, particularly in grades K-5, using M-Class curriculum-based reading assessments.
2. Beginning with the 2013-2014 school year, all teachers K-12 will be using formative and assessments that have been developed by teachers at the State level and have been aligned with the Common Core Standards.
3. Benchmark Testing (ClassScape) is done four times a year in grades 3-8 and at the high school level in tested subjects like biology, math and English II.
4. Teacher-generated assessment materials are used.
5. End of grade and end of course tests, ACT scores, Explore (8th) and Plan (10th), and Common Exams. Although we are a small school district with only one school for each grade configuration, there is some disparity in implementation of data analysis as some schools are further along than others.
6. Project based learning is used as a way of assessing student learning.
7. Student portfolios are sometimes used as a means of assessment.
8. Teachers use rubrics as a means of scoring compositions, projects, group activities, etc.

- Planned Sources of Evidence:**
1. Sample rubrics used to grade student work--projects, products, compositions, etc.
 2. Teachers will provide evidence that they have used benchmark and other assessments to guide instruction and differentiation.
 3. Teacher performance appraisals will indicate the use of effective differentiation strategies.
 4. Lesson Plans will reflect the use of on-going assessments for instructional planning.

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: The AIG Advisory Committee believes that children who are gifted occasionally have some unique social and emotional needs and may feel different from other children of their age, experience, or demographic setting. Social and emotional barriers for the gifted learner, like any learner, get in the way of a the gifted learner's reaching his or her full potential or being able to cope with the stress of rigor and challenge in the curriculum and become they become under-achievers. Therefore, these students may need access to appropriate counseling and support to ensure their affective well-being. There are pockets of evidence of this practice in the regular classroom. This affective support is critical to the academic growth of advanced students, making this practice one that needs focus over the next three years.

- Goals:**
1. Create a supportive atmosphere for gifted learners who need social and emotional support.
 2. Involve school counselors throughout identification and service delivery across the grades spans, but especially at the secondary level.
 3. Create an advisor/advisee program for AIG identified students at the secondary level and implement the 2013-2014 school year with incoming 9th graders.
 4. AIG specialists will collaborate with regular classroom teachers to provide within the AIG environment direct and explicit instruction for gifted learners regarding social and emotional needs and concerns.
 5. Provide counseling and organizational support to gifted students who are underachieving.

Description: Currently, our gifted learners have access to counselors in all of our schools because each school has at least one full-time counselor. The AIG specialists, particularly in grades 3-8 serve as a support for gifted learners because they spend time with them and are aware of social and emotional concerns the student might have. Teachers involve parents and counselors as needed whenever a student is showing signs of failure or dis-interest in school, or other things that interfere with learning. The district does not use a formal curriculum for affective curricular and instructional practices. Whiteville City Schools will improve this practice in the following ways:

1. Create an AIG Leadership Team at the secondary level to (a) plan and design activities to meet not only the academic needs of our AIG students but also their social and emotional needs (b) schedule meetings for students to share their creative works such as visual art, poetry or music c) talk with mentor teacher/adult about an issue (academic, social, or emotional); (d) provide guest speakers; and (e) provide opportunities for service projects such as assisting at Special Olympics and Very Special Arts; and (e) maintain the folders and required paperwork of the high school AIG students.
2. At the high school, create an advisor/advisee program to homogeneously group AIG students. Students will be assigned a mentor/advisor who will "stay" with that group of students throughout the high experience. This group will serve as the AIG students' traditional homerooms. Meeting times and dates for AIG advisee groups will be determined through the collaboration of mentors, counselors, administration and any additional staff deemed necessary.
3. Cluster AIG students correctly to provide like-ability support. The district needs to revise and

update the advisement procedures for underachieving AIG students. In addition, the district will train and provide professional development for teachers, counselors, and other professionals who work with AIG identified students.

Planned Sources of Evidence: Planned Sources of Evidence:

1. The Advisor/Advisee Program is in place and being implemented effectively at the high school level.
2. The AIG Leadership Team concept will be implemented.

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: The Whiteville City Schools PREP (Primary Resource Enrichment Program) serves students with potential, grades K-2, in order to cultivate and develop academic potential of young students. This program is deemed highly successful. Because there is only one primary school in the district, all eligible students at Whiteville Primary Schools are served. Students in grade 3 who qualify for AIG services are served at Edgewood Elementary, along with 4th and 5th graders. Therefore, this is a maintained practice.

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

Description: In PREP, students who meet the referral requirements receive services from the PREP teacher twice each week for forty-five minutes in small cooperative groups. The PREP teacher works closely with classroom teachers to plan activities that enhance what the students are learning in their regular classrooms. In addition to their regular classroom instruction, PREP students explore learning tasks that include "Habits of the Mind" and "Gifted Intelligence Behaviors. PREP students learn how to use metacognitive strategies to explore deeper questions to ponder and seek solutions to problems not yet known. The goal of the enhancement program is to help our students become 21st century learners and critical thinkers. In order to build student skills for the 21st century, we use a variety of technologies, as well as project and research-based learning tasks to enhance each child's regular classroom experience. Some of these technologies include Apple iPods, Apple iPads, Apple TV and desktop computers. (See Attachment C)

Planned Sources of Evidence: The district will provide the following sources of evidence:

1. Surveys will indicate satisfaction with PREP.
2. Eighty percent of the students served in PREP for at least 3 years will meet the criteria for identification in grade 5.
3. The PREP curriculum will be available for parents, teachers, and other stakeholders.
4. PREP selection criteria will be developed and in use.
5. Project Bright Idea will be implemented in the K-2 Nurturing Classes.
6. Rosters of students participating in PREP will be on file.

7. A notebook will serve as a means of documenting instructional activities, curriculum units, and other happenings in the PREP classroom.

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Whiteville City Schools works diligently to ensure collaboration among AIG and other professional staff to develop and implement differentiated curriculum and instruction. While this practice requires continuous monitoring, it is mostly evident throughout the LEA and will be a maintained practice.

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

Description: AIG and other professional staff are included on AIG advisory committees. Training has been provided for professional staff in differentiating instruction for the EC population as well as the AIG population. Professional staff assist AIG teachers in conducting DEP meetings and in providing information regarding students through surveys and checklists. AIG specialists work with regular classroom teachers to assist them in implementing differentiation strategies within all core disciplines. The AIG specialists and other professional staff work together during common planning periods, through PLC's, and have been very collaborative during the last year with their training and work with the Standard Course of Study. This collaboration has created a more positive attitude about the AIG program on the part of non-AIG teachers. The AIG program is no longer perceived by the professional staff and parents as a "school within a school." The following questions are provided to teachers to assist them in reflecting on their differentiation for the gifted learner:

1. Are my gifted students able to accelerate when needed?
2. Do gifted students have regular opportunities to expand upon their areas of interest and strengths?
3. Are gifted students encouraged to extend learning beyond the basic level of understanding?
4. Do my students have an opportunity to NOT succeed with ease in order to develop their talent and potential?

These questions will be incorporated into professional development activities. Through discussions with teachers regarding their instructional performance, principals will use these questions as a guide to gather data toward effective differentiation. In addition, we will work with the district curriculum coordinator to customize our benchmark tests to assess skills of our AIG students at a more challenging level.

Regular classroom teachers will be aware of the students in their classrooms who are identified as AIG because the AIG specialists will provide a Notification of AIG Students Form at the beginning of the school year. This need is especially evident at the high school level, as identified by the AIG

Leadership Advisory Committee.

Planned Sources of Evidence: AIG Student Folders
AIG Service Determination Meetings
Notification of AIG Students Form
"Watch Lists" distributed to classroom teachers

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: The Primary Resource Enrichment (PREP K-2), Students Accelerate in Learning (SAIL), Accelerated Learning (6-8) and Advanced Classes with Enrichment Activities programs have clearly articulated plans of differentiated instruction that match the needs of identified students K-12. Curriculum and instructional strategies are annually reviewed to ensure effective programming, a continuum of services, and appropriate school transitions. The Differentiated Education Plans and IDEP, as needed, document compliance in service delivery. Therefore, this is a maintained practice.

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

Description: AIG programs in the Whiteville City Schools have been reviewed frequently to ensure that all programs are effective and provide the differentiation necessary to meet the needs of our academically gifted learners.

The PREP Nurturing Component employs research-based curriculum, as well as teacher-made curriculum, that incorporates the use of best practices for nurturing young children with potential.

The SAIL Program for grades 3-5 uses a pull-out, consult curriculum which enriches and enhances the Standard Course of Study in language arts and mathematics.

Acceleration Classes in grades 6-8 are provided in E/LA and mathematics for AIG students who are grouped together and taught by a certified middle grades content/AIG teacher.

AP and Honors Plus in grades 9-12 include a variety of honors and AP courses offered year long and some offered semester long. In addition, the advisor-advisee program, field trips, guest speakers for AIG students and other enrichment activities will be implemented beginning with the 2013--2014 school year.

Credit for Demonstrated Mastery (CDM)--Students earn credit in a specific course (s) not based on seat time but through evidence-based performance.

DIFFERENTIATED CURRICULA/INSTRUCTIONAL PRACTICES

Any curriculum that is used by Whiteville City Schools builds upon and extends the Standard Course of Study in North Carolina. The curriculum provides challenging learning experiences that match the service options and the students' learning needs. Curricula used for AIG learners must:

- 1) Align with the Standard Course of Study.
- 2) Use research-based educational models and strategies like Costa's "Habits of the Mind."
- 3) Incorporate critical thinking skills, problem-solving and flexible thinking activities into the instruction.
- 4) Provide instruction that is reflective of Bloom's and Marzano's taxonomies.
- 5) Provide grading rubrics for assignments
- 6) Include any content modifications into the Differentiated Education Plans.

DIFFERENTIATED EDUCATION PLAN

A DEP is required for every student who is AIG identified and served. Students who do not need differentiated services are placed on inactive status and participate in the regular education program. The first DEP is developed with the parent at the time of initial placement. Thereafter, the parent is invited annually to review and update the DEP. A copy of the DEP is maintained in the AIG Placement folder, and one copy is given to the parent. DEP forms are currently under revision to better match the needs of the service delivery component and level of service.

Planned Sources of Evidence: 1. PREP and SAIL enrichment schedules for 2013-2014

2. DEP's are on file in students' folders.
3. AIG students' schedules for ELA and Math
4. Lesson Plans and Curriculum Materials
5. Annual Review meetings are documented in AIG folders (See Form)
6. Minutes of Advisor-Advisee Meetings in 9-12
7. Documented implementation of enrichment activities beyond AP and Honors classes at the high school level.

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: Whiteville City Schools employs a part-time experienced AIG educator who guides, plans, develops, implements, revises and monitors the local AIG Program K-12 with the help of lead AIG teachers at each of the four schools. Therefore, this is a maintained practice.

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

Description: The district has a staff member at the district level that coordinates the AIG program in all four of the district's schools. Because the district is small with only 4 schools offering AIG services, this staff person is able to closely monitor the program. In addition, a program compliance specialist/instructional specialist assists with program monitoring. Each school has a lead AIG teacher who helps coordinate the AIG program at the school level. The district coordinator is available to assist with program decisions, placement and service delivery. The AIG coordinator meets with AIG teaching staff and other school staff to discuss AIG program issues and to get feedback on program implementation and program needs/concerns. With the leadership of the AIG coordinator, strategies are put in place to address program concerns and to strengthen program areas.

In addition to overseeing all AIG personnel, assisting with the hiring of AIG personnel, and maintaining electronic and hard copy data on identified AIG students for Child Count purposes, the AIG Coordinator conducts training for teachers and administrators, plans professional development, manages the district's AIG budget, and attends Coordinators' regional and State meetings. The AIG coordinator attends all AIG Regional Coordinators' Meetings and AIG conferences to stay abreast of program issues. In addition, she reads professional articles and books related to AIG and applies what she learns to her role as a coordinator.

The AIG coordinator takes the lead in an annual review of the AIG plan as well as represents the AIG Program at local, regional, state and/or national meetings and LEA functions.

Planned Sources of Evidence: The district will provide the following sources of evidence:

1. AIG Coordinator and support staff
2. AIG Local Plan in hard copy and on websites
3. AIG meeting agendas and minutes of meetings
4. AIG Compliance review of folders documentation
5. AIG Budget Management (Effective utilization of all AIG funding)
6. Data on program effectiveness, i.e., test scores, survey results
7. List of professional development in which the coordinator participated.

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: Whiteville City Schools AIG licensed program teachers are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners. AIG state funds are used explicitly to employ personnel and for the education of identified and potentially gifted (PREP) learners. AIG teachers must participate in staff development to stay current on best practice for AIG learners, including 21st century skills. Therefore, this practice continues to be maintained with improvements as needed and identified.

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

Description: All AIG teachers except for the PREP teacher are certified in AIG and have a minimum of three years of successful teaching experience. A few of the teachers hold National Board Certification.

Currently AIG teachers are involved in the following activities:

- 1) Send teachers to AIG Conference as funds are available.
- 2) Provide district in-service training as scheduled by the AIG coordinator and based on a survey of teacher needs.
- 3) Conduct professional learning communities at the school level and sharing of ideas.
- 4) Fund AP Summer Institutes for high school teachers
- 5) Provide training on newly revised AIG Plan at all levels.

AIG program teachers:

- Serve a school as the AIG teacher.
- Prepare orders for supplies and materials
- Assist the administration in scheduling and recordkeeping of all aspects of the AIG Program
- Serve on the District AIG Advisory Committee
- Attend system-wide AIG activities.
- Participate in professional development at their request or at the request of the AIG Coordinator or school administrator.
- Maintain AIG student folders and ensure that they are compliant.
- Conduct AIG Placement and Annual Review Meetings.

The number of professional learning opportunities has been limited in the district due to lack of funds in the AIG budget. The AIG coordinator provides training for new AIG teachers when hired. The district needs to survey AIG teachers to determine their professional development needs, and with the assistance of a team of teachers, develop strategies for addressing these professional development needs. One strategy will be to pair new AIG teachers with experienced AIG teachers for support. Our mission is to provide the necessary to ensure quality, research-based instruction, rigorous and challenging instruction for the AIG students.

Planned Sources of Evidence: The district has identified the following sources of evidence:

- 1) School administrators report that AIG teachers are engaged in meaningful AIG instruction.
- 2) A survey of professional needs of the AIG teachers has been conducted and summarized.
- 3) AIG teachers have had opportunities to engage in meaningful AIG professional development.
- 4) Survey results from stakeholders indicate that teachers engage their students in meaningful instruction and address their social and emotional needs as well.
- 5) AIG teachers use research-based differentiation strategies in their classrooms as documented through lesson plans, student projects and products.
- 6) AIG Student Folders are compliant and students can be counted on AIG Child Count.
- 7) AIG Budget is used only for AIG program activities.
- 8) The PREP teacher will become AIG certified.

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: Teachers and other staff are more sensitive to the academic and affective needs of the AIG student with professional preparation. Currently, AIG professional development has taken a back seat to other training (Standard Course of Study and Pacing Guide Development), and AIG state funds are not available to support professional development activities. The Self-Assessment and Leadership Team find this to be a significant area of focus over the next three years.

Goals: * To establish and implement professional development requirements for all personnel involved in

AIG Programs and Services.

* To require all AIG staff, counselors and regular education teachers to participate in training focused on differentiating for the gifted learner.

* Provide funding support for teachers who wish to become certified in AIG.

Description: Whiteville City Schools will improve this practice in the following ways:

- 1) Work with Curriculum Director to acquire funding for professional development, at least one offering per year for the next three years.
- 2) Encourage teacher attendance at State Conferences by offering funding for this professional development opportunity.
- 3) Conduct training for all school administrators on the new AIG Plan, specifically student identification and curriculum differentiation.
- 4) Conduct training on the new AIG Plan for all teachers in grades K-12.
- 5) The PREP teacher will become AIG certified.
- 6) Acquire funding to support high school AP teachers' attendance at the AP summer institutes. Typically school counselors and exceptional children's teachers have not been involved in

professional development aimed at the gifted learner. In addition, there has been no district-wide AIG training offered in the last three years due to lack of staff development funds and other district priorities focusing on low performing schools. Several teachers (8) have received their AIG certification since the 2010-2011 school year working with UNC-Pembroke and the Model Teacher Consortium. Teachers who do not complete the certification program will not be assigned to teach in the AIG program. The use of professional learning communities is highly recommended. All K-5 teachers participated in Project Bright Idea and Building Skills Training since the summer of 2010, 18 hours of training. "Habits of Mind" and the new Bloom's Taxonomy were stressed in the training.

Planned Sources of Evidence: The district will provide the following sources of evidence;

1. Documentation that staff have completed required training for AIG certification.
2. Project Bright Idea will be initiated in grades K-5 as a nurturing and AIG curriculum, and training will be completed.
3. Classroom observations and lesson plans will reflect that teachers are applying what they learn to meet the needs of all students.
4. Documentation that AIG staff have participated in AP Summer Institute training and training on the new AIG Plan (Rosters of Participants, PowerPoint presentations, etc.)

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: Research indicates that in order for gifted students to reach their fullest potential, they need instructional time with like-ability learners. AIG students are placed in classrooms with teachers who have met the LEA's professional development requirements for that position or have earned an AIG add-on license. The PREP (nurturing program) teacher does not have AIG certification, but is working on it, and more teachers with AIG certification are needed at the elementary level so that teachers are more prepared to differentiate for the gifted learner. This practice is maintained even though efforts will be made to recruit more teachers to become certified.

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

Description: There have been concerted efforts during the last three years to increase the pool of AIG certified teachers in our district, particularly at the middle school level. At least eight (8) teachers received their AIG add-on license in that period of time. Our teacher pool has been strengthened. Only 2 of the district's 8 AIG certified teachers are paid from State AIG funding. Other AIG positions are paid from local or State ADM funds. Whiteville City Schools actively recruits highly qualified professionals and strongly encourages teachers already employed in the LEA to obtain AIG certification. We will continue to work with colleges and universities to recruit AIG certified teachers. Whiteville City Schools currently collaborates with UNC-W to support and help train their teacher interns.

One teacher who is AIG licensed serves approximately 30 students in grades 3-5 in reading and math

resource classes. This teacher is highly qualified and works well with regular classroom teachers. At the middle school level, Level II students are served in general education classrooms with teachers who have earned an AIG add-on license. Level I students are grouped for Language Arts and Math and are served by two teachers who are AIG certified and middle school content certified.

Planned Sources of Evidence: The district will provide the following sources of evidence:

1. Maintain a database of all AP teachers in Whiteville City Schools' one high school.
2. Document completion of and/or registration and funding to attend summer institutes.
3. Document clustering of identified students (number assigned to each class by grade level and school) in grade 3.
4. Document that the PREP teacher has received AIG certification.

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: Professional development should always be designed to improve the effectiveness of teachers in meeting the needs of students. The AIG Program in Whiteville City Schools continually works to align its professional development activities with AIG goals and district goals and initiatives. This process should be seamless and ongoing. The Self Assessment indicates that this practice is mostly evident and will be maintained, even though more work needs to be done in improving the alignment.

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

Description: Both district and AIG professional development involves relevant and effective strategies, skills, and information that enhance and refine AIG teacher practice. This ongoing professional development designed to improve teaching and learning helps to ensure academic growth for both staff and students. The AIG Program will continue to consider state and national standards when creating teacher growth plans. Professional development will be offered in a variety of ways--face to face training and workshops, online courses, webinars, PLC's at the school level. PLC's should highlight ways teachers can seize opportunities for integrating 21st century skills, tools and teaching strategies into their classroom practice. AIG teachers will continue to attend local and state conferences, as funding allows, keeping up to date on these standards and best practices. Numerous professional development opportunities are employed throughout the school year to include: AIG meetings with the district coordinator or meetings among AIG Personnel, grade-level teacher meetings at the school level, curriculum development meetings, technology training. Teachers who participate in trainings come back and share information with their colleagues. AIG personnel and other stakeholders are highly encouraged to attend regional, state and other professional development opportunities that promote and support gifted education.

Planned Sources of Evidence: The district will provide the following sources of evidence:

- (1) Rosters of participants in specific professional development.

- (2) Agendas, Powerpoints from training sessions
- (3) Documentation that professional development aligns with NC teaching standards and NC AIG teaching standards.
- (4) Teacher input into professional development planning.

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: Professional Development should always be designed to improve effectiveness of teachers in meeting the needs of students. The AIG Program in Whiteville City Schools continually strives to align its professional development with AIG goals and district goals and initiatives. This alignment is ongoing although it has been determined that this practice is most evident at this time and is a maintained practice.

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

Description: With the new AIG standards in place, Whiteville City Schools recognizes the need for emphasis on professional development to keep teachers abreast and on the cutting edge. The focus for professional development in Whiteville City Schools is on providing opportunities that advance teachers in the knowledge of 21st century skills, engaging teachers in a deeper knowledge of their content, and instructional methodology that will enhance motivation toward learning. Skills needed for the 21st century are continually evolving and changing. Therefore, efforts are made to provide professional development for our teachers that is highly compelling, differentiated, and relevant always using best practices for adult learning. High School teachers are requesting the opportunity to participate in AP Training Institutes for their respective subjects. Middle School teachers have requested training in differentiation.

With the implementation of the new Standard Course of Study in our district during the 2012-2013 school year, teachers have been immersed in training and development of pacing guides. With the challenge and rigor of the new standards, teacher behaviors are forced to change to more actively engage students in their learning using technology as a teaching and learning tool. The district is technology rich with laptops and iPads for students and teachers. The use of technology in both teaching and learning has helped move our district toward more preparation for the 21st century skills our students need. In addition, with the new teacher appraisal system, more training has been held to help our teachers understand Standard 6 and how student performance will impact their ratings. All district and AIG professional development consists of relevant and effective strategies, skills, and information that enhance and refine AIG teacher practices. This ongoing process helps ensure academic growth for both staff and students.

Several professional development opportunities are held throughout the school year which include: AIG meetings, county-wide professional development days, curriculum development, technology training, and school PLC's. AIG personnel as well as other stakeholders are highly encouraged to

attend regional, state and other professional development opportunities that promote and support gifted education. Another important training will be time spent with teachers, administrators on the new plan and their role in documenting evidence of implementation. It will be the schools' responsibility to share information about the new plan, identification, referrals, screening, and programs with parents in their schools.

Planned Sources of Evidence: Planned Sources of Evidence:

- (1) Documented alignment with NC AIG Licensure Standards
- (2) Documented alignment with NC Teaching Standards
- (3) Documented alignment with NAGC professional development standards.
- (4) Documentation of teachers' participation in professional development activities that are included in this plan.
- (5) AIG Teacher Growth Plans.

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: The amount of time that AIG teachers have to plan, implement and refine applications of their professional development learning is very limited. In some cases, there is only one AIG teacher at the school level. While teachers do have occasional opportunities to collaborate regarding their professional development learning, this continues to be a focused practice.

Goals: The district has identified the following goals for this practice:

1. Teachers will refine their applications of their professional development through PLC's either at the school or district level.
2. An AIG Leadership Team will be formed at the secondary level, and one of the goals of that team will be collaborative planning and sharing professional development learning.
3. Schools will provide release time or other means for teachers to collaborate and refine applications of their professional development learning.
4. AIG teachers K-12 will have input into their professional development needs.

Description: A lot of planning time has been allotted in the district for curriculum training and curriculum development for the new Standard Course of Study for the last two years. Five days of professional development days built into the calendar have been utilized for this purpose during the 2012-2013 school year. There has been limited time for AIG teachers K-12 to meet and share. Opportunities for more AIG vertical team meetings need to be available. AIG Teachers, particularly at the high school level, need training on the new AIG Plan and time to plan and implement the new AIG Leadership Team concept. The District AIG Coordinator has taken the lead in pulling AIG teachers together to plan and share. Emails are used quite frequently. Teachers who attend AIG PD events usually share with other teachers via notes, planning time discussions, etc. This practice needs

8/8/2013

improvement, and the AIG Coordinator will ask for a professional day to for teachers to meet early in the 2013-2014 school year and will request that AIG teachers take the lead in meeting with their colleagues for PD purposes.

Planned Sources of Evidence:

- 1) Meeting notes, agendas, and reflection logs will document collaboration in planning.
- 2) PD Day for AIG will be planned, scheduled, and implemented and will be documented in notes and presentations.
- 3) High School AIG Leadership Team will address PD through their team meetings.
- 4) Teacher feedback on their PD needs will be documented.

Other Comments:

Standard 4: Comprehensive Programming within a Total School Community

The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Whiteville City Schools AIG Program offers multiple services in K-12 and strives to address the academic, intellectual, social and emotional aspects of AIG students and potentially gifted learners. The district understands the need to address not only the academic needs of the student, but also the social and emotional needs of gifted students through specially designed programs across all grade levels and settings. While these services are provided K-12 and this will be a maintained practice, services and programming are reviewed annually, and more frequently as needed, for monitoring and program changes.

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

Description: This practice is evident in the provision of a K-2 nurturing program, enriched and enhanced curriculum in language arts and mathematics at the elementary level, accelerated language arts and mathematics classes at the middle school level, and the offering of AP and honors courses, along with other specially designed activities, at the high school level.

PREP (Primary Resource Enrichment Program) K-2

Students receive services 2 times/week for forty-five minutes in small learning groups. The program uses a variety of technologies, as well as project and research-based learning tasks to enhance each child's regular classroom experience. PREP students explore learning tasks that include "Habits of Mind" and Gifted Intelligent Behaviors, along with their classroom instruction. The PREP teacher works closely with classroom teachers to plan activities that extend and enrich learning in the regular classroom.

SAIL (Students Accelerate In Learning) 3-5

The AIG Specialist serves Level 1 students in grades 3-5 for one 90-minute block per week for language arts and mathematics. It is possible that a Level 1 student identified in both could receive 180 minutes of AIG instruction per week. This instructional approach consists of enrichment and acceleration activities for Level 2 and project/problem based learning which consists of one long project per grading period for Level 1. The AIG Specialist sees all students in Level 2 for 60 minutes per week in language arts and 60 minutes per week for mathematics, depending on the students' identification. It is possible for a student in Level 2 to receive 120 minutes of AIG instruction per week.

Acceleration Classes (6-8)

AIG Identified students in grades 6-8 are grouped homogeneously for AIG instruction in language arts and mathematics, depending on their level of service and content identification. AIG teachers providing the instruction are the teachers of record for these students. Teachers are AIG certified and are qualified to teach these classes. These classes are accelerated and students are taught in a technology supported environment. At the 8th grade level, Level 1 and Level 2 students are scheduled into Integrated Math 1, a high school course.

AP and Honors Plus (9-12)

Identified AIG students at the secondary level are expected to take as many challenging courses as possible and available. It is expected that these students will take a College Pathway Curriculum. An honors course is offered for every standard level core course offered. Some examples include Honors English 1, Honors Biology 1, Honors World History, Honors Civics and Economics, and 3rd level and above for every arts and foreign language course. In the past, AP course in math and social studies were offered for a semester, whereas the AP English and science courses were paired and offered yearlong. Beginning in 2013-2014, AP English 3 will be paired with AP US History and AP English 4 will be paired with AP European History for yearlong courses. Additionally, students must complete additional honors-level courses before enrolling in AP Calculus, Biology, or Physics, semester-long courses.

*Field Trips

*Scheduled Meetings to give students time to

- a. share their creative works such as art, poetry or music
- b. complete activities designed by counselors specifically to meet the needs of AIG students
- c. talk with a mentor teacher/adult about an issue (academic, social, or emotional)

*Guest Speakers

*Service projects like assisting at Special Olympics, Food Drives, Cancer Walks, etc.

Credit for Demonstrated Mastery--Students earn credit for courses not based on seat time but based on a body of evidence that indicates mastery.

*Advisor/Advisee Program (9-12)

Students, will be assigned a mentor/advisor who will "stay" with that group of students throughout their years at the high school. This group will serve as the AIG students' traditional homerooms. Meeting times/dates for AIG advisee groups will be determined through the collaboration of mentors, counselors, administration, and any additional faculty/staff deemed necessary. This program will be effective with the incoming ninth graders in 2013-2014, and the high school will add enrichment activities each school year until all grade levels participate in specialized enrichment activities.

Credit for Demonstrated Mastery (CDM)--Effective with the 2013-2014 school year, students can earn credit for courses not based on seat time in a course but rather on a body of evidence demonstrating course mastery of content.

The AIG Program at the secondary level expects identified AIG students to participate in curriculum leading to college enrollment and graduation and to take as many challenging courses as possible and available.

Planned Sources of Evidence: The district will provide the following sources of evidence:

- 1) DEP's/IDEP's document a range of placement options.
- 2) Student identification profiles and other data are maintained by student in a confidential folder.
- 3) Customer Satisfaction Surveys will indicate a positive attitude toward the program.
- 4) Principals' observations will reflect that teachers are addressing the academic and intellectual needs of the AIG learner.
- 5) Procedures for acceleration and grouping with academic/intellectual peers.
- 6) There is evidence of grade level and cross-grade level planning.
- 7) A process for addressing the social and emotional needs of the gifted learner has been developed and communicated.

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 Whiteville City Schools AIG Program K-12 is sufficiently aligned with program goals and services in students' area(s) of identification, as well as in sync with the resources of the LEA. Feedback from the AIG Advisory Committee indicates that the AIG Program is providing services that meet the needs of the gifted learners in the district with limited funding. Therefore this will remain a maintained practice, and the district will continue to improve the quality of all offerings for our students.

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

Description: The overall goal of the AIG Program is to meet the needs of the gifted learner by providing identified students with an appropriate and advanced differentiated education beyond that of the Common Core Standards. The LEA recognizes that the services of the AIG Program are only a piece of the gifted student's total education. The AIG Program, regular education program, and many extracurricular programs work collaboratively to recognize and celebrate students' special gifts for learning and achievement by providing our students with challenges and opportunities for academic growth. Our goal is to merge programs so that students will learn how to be lifelong learners capable of thinking critically, using their creativity, and achieving excellence.

The district's AIG plan describes an array of services aligned to students' identification areas--reading and/or math, as well as the vision/mission of the AIG program. These services are described in Standard 2, Practice B of this Plan. Students' DEP's reflect that Gifted Identification Teams have met to review the student's identification and have placed the student in the most appropriate service.

Each student has an identification profile accompanied by identification data that is maintained in a student's AIG confidential folder.

The services to be implemented include the following:

- K-2 Nurturing (PREP)
- 3-5 AIG Resource (SAIL)
- 6-8 AIG Subject Acceleration (Content Replacement and Clustering)
- 9-12 Honors and AP Courses; AIG Leadership Team; Enrichment opportunities beyond the classroom.

The goals of the AIG program in our LEA are outlined in the 6 North Carolina Standards and many practices. The district strives to meet the intent of each of these standards.

Planned Sources of Evidence: Planned sources of evidence:

1. Local AIG plan is available for everyone to review.
2. DEP's/IDEP's are in place for all identified students.
3. Student profile/data is on file and used for decision making.
4. AIG student folders are compliant and maintained on all AIG students.
5. Tier/Service Models are used and understood in the schools.
6. More minority and under-represented children have been referred and identified using the identification protocol.
7. All AP teachers have completed AP College Board Summer Institute training and will continue to attend training as needed.

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 in Whiteville City Schools is integral and connected to the total instructional program of the LEA. Gifted learners needs' cannot be met only in the AIG classroom because these learners need differentiation and challenge in all aspects of the school's instructional program. As LEA, State and National initiatives change and evolve, AIG policies and practices must continue to align with these initiatives in order for the program to remain an integral part of the total instructional program. The AIG Program is committed to adhering to the comprehensive goals for our LEA, and the program is built upon the district's vision statement. The AIG program will continue to work on its effectiveness, even though this is considered to be a maintained practice.

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

Description: The district's mission statement is: "Empowering all students to reach their maximum potential for lifelong learning and productive citizenship." Teachers are held accountable for teaching the NCSCOS or curriculum content specified at all grade levels. In addition, teachers are responsible for accelerating and enriching the curriculum to provide differentiation opportunities and

to increase the rigor and challenge of the basic standards. While this is a maintained practice, the district needs to improve the amount and quality of collaborative planning to ensure that AIG programs and services continue to connect to the total instructional program. The AIG specialist will inform regular education teachers of AIG students in their classrooms and inform them of the student's DEP or IDEP. All teachers who work with the AIG student should plan for rigor and challenge to meet these students' needs in all areas of the curriculum. The district will be working to improve communication with regular education teachers so that all teachers will know who the AIG students are and can plan and instruct accordingly.

Planned Sources of Evidence: Planned Sources of Evidence:

- 1) Evidence of collaborative planning between AIG, EC and Regular Education.
- 2) DEP's/IDEP's are in all students' files and accessible to those who teach them.
- 3) Parent, teacher surveys and interviews reflect knowledge of the needs of AIG students.
- 4) Students' instructional schedules reflect academic challenge and AIG participation.
- 5) Consultative memos informing all teachers of the AIG identified students in the school.

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 Focused Practice for 2013-2016.

Rationale: The AIG program strives to keep all stakeholders informed, but discussions with the AIG Advisory Committee indicated that the high school has been left out of the communication loop and there is significant need to find ways to inform all school staff about the program. For this reason, the team has identified this as a focused practice, even though it is felt that the practice is mostly evident in the district.

Goals: Whiteville City Schools has identified the following goals for this particular practice:

- 1) To create an understanding of the total AIG program as described in the local plan by involving teachers, administrators, and other support staff in training regarding the program.
- 2) To make the local plan accessible to all stakeholders.
- 3) To ensure that vertical planning and transition planning takes place between the elementary and middle school and middle school and high school.

Description: AIG teachers will collaborate with regular education teachers to inform them of the identified AIG learners in their school, as well as their service delivery. AIG teachers and the district coordinator will collaborate with teachers and administrators during school meetings, training sessions, etc., to keep them informed about the AIG program, its services, and policies/procedures related to the program. Teachers and administrators will be informed through staff development, meetings, emails, websites, brochures, newsletters, and mailings. (See Appendices-AIG 11.) Each school will develop a brochure about its AIG Program and make it accessible to the school staff. A

copy of the brochure will be on the school's website. The AIG coordinator is developing a summary of screening and identification brochure to be disseminated to parents, a copy of which will be on the district's website.

Planned Sources of Evidence: Planned Sources of Evidence:

- 1) AIG Plan and other local policies.
- 2) Gifted information posted on school and/or district website(s).
- 3) Brochures or newsletters for parents and other stakeholders.
- 4) Agendas, minutes, other documentation of meetings with teachers, administrators, and parents.
- 5) Staff development rosters and agendas.

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: The self assessment indicates that there is weakness in our communication among and between teachers and school levels. The District AIG Coordinator has tried to improve this practice by having meetings of all AIG staff K-12, but these meetings do not provide the time to do the type of vertical communication that is needed across the district. Teachers create time to collaborate frequently to share ideas, concerns, plan, etc., for program improvement. For this reason, this practice will be a maintained practice.

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

Description: Whiteville City Schools recognizes the need for vertical planning in order to ensure an effective continuation of K-12 services, especially at key transition points. This practice is improving but it is recognized that there needs to be more improvement in this practice. In order to improve the LEA's AIG Program, Whiteville City Schools will improve this practice as follows:

1. Improve communication with teachers, counseling staff, and administrators on the academic progress of AIG students.
2. Ensure that AIG teachers serve on schools' School Improvement Teams.
3. Require that teachers establish a vertical line of communication between schools and to schedule meetings for vertical planning.
4. Discuss AIG Program initiatives with students and parents at the gateway grade levels.

Planned Sources of Evidence: The district will provide the following sources of evidence:

- 1) Notes from meetings for the purpose of transition services.
- 2) Agendas/notes from meetings held by the AIG Coordinator with individual schools.
- 3) Consistent AIG services among the district's schools.
- 4) Documentation of vertical teaming and discussion.
- 5) Documentation of meetings with students and parents to discuss AIG Program initiatives and expectations.

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: Communicating with all stakeholders is essential in developing quality differentiated services for our gifted learners. Our LEA works continuously to ensure collaboration and involvement among all school staff and stakeholders in order to provide effective differentiated programs and services. Our AIG Advisory Committee has identified gaps in collaboration and involvement among school staff, but feels that much collaboration and involvement is present. While there is work to do to improve this practice, the self-assessment indicates that this practice is mostly evident and will remain a maintained practice.

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

Description: Whiteville City Schools recognizes that the AIG Program offers services that are only a part of the student's total education. The AIG Program staff and regular education staff work collaboratively to provide our students academic challenges and opportunities for academic growth. This is evidenced in the AIG program offerings and efforts to ensure that all teachers know who the AIG students are and work to provide differentiation in all curricular areas.

The current AIG plan has a clearly defined process from referral to placement, and the procedures identify who needs to be involved in each of the steps in this process. The lead AIG teacher at each school is responsible for accepting and process AIG referrals and for ensuring that all AIG paperwork is compliant. Gifted Identification Teams at each school, which include regular education teachers and parents, meet to write DEP's/IDEP's and to determine programming and services for each student. The placement is reviewed annually through an annual review which involves regular education teachers and parents as well. District level AIG staff (coordinator and assistant) review all folders in March to determine compliance for April 1 headcount. The district level staff also review folders to determine whether appropriate services have been assigned. Each year, regular education teachers will be informed of the AIG learners in the school, as well as their service delivery assignment. (See Appendices-Form AIG-11)

AIG staff members lend their expertise and leadership at the district and school level by sharing instructional strategies in differentiating for advanced learners. AIG teachers meet and plan with other school personnel throughout the school year, often serving as a resource for professional development in differentiation, development and delivery of rigorous curriculum. When this type of collaboration occurs, the unique learning needs of the gifted students are better served.

Planned Sources of Evidence: The district will provide the following sources of evidence:

1) School Improvement Plan is developed by a team including AIG and EC teachers.

- 2) Minutes of grade level or school-wide meetings will be maintained at the school level.
- 3) DEP's and IDEP's will include signatures representative of regular education and special education teachers.
- 4) EC and regular education teachers will serve on the teams that develop the AIG curriculum and supporting resources.
- 5) Consultative memos notifying teachers of the AIG students in their classrooms will be on file
- 6) School administrators will be invited to serve on the AIG Leadership Committee and will be invited to GIT meetings and AIG Professional Development Activities.

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: AIG teachers are currently addressing social and emotional needs of the gifted learners through the gifted curriculum and program. However, in order to meet the social and emotional needs of our learners, there must be more collaboration of stakeholders. Stakeholders must actively discuss the needs of the learner to address their social, emotional and academic needs. Collaboration is the key to our students' success in school. Our self-assessment indicates that this practice is minimally evident and will be one of focus.

Goals: The district has identified the following goals:

1. To develop a district plan to address the social and emotional needs of AIG students.
2. To train teachers, administrators and counselors on the characteristics of the gifted, both cognitive and personal.
3. Involve parents in addressing the social and emotional needs of their child.

Description: A team of counselors, regular education teachers, AIG specialists, and the AIG coordinator will develop a plan to address social and emotional needs of gifted learners. The team will use "The Social and Emotional Development of Gifted Children: What Do We Know?" as a resource for both training and plan development. This book is authored by Nancy Robinson and several other experts in the field of gifted education. During the three-year period of this AIG plan, training will be either integrated into other professional development or will be done separately in order to make our staff aware of what research tells us about gifted learners and their personal side. It will also be important for schools to make parents feel a part of the team that is working to meet the personal needs. During the next three years, AIG teams will explore strategies for addressing the social and emotional needs of our students, particularly at the middle and high school levels.

Planned Sources of Evidence: The district will provide the following sources of evidence:

- 1) A plan for addressing the social and emotional needs of gifted learners will be in place.
- 2) Teachers and counselors will be trained in the social and emotional needs of gifted learners.

3) Professional development that addresses the needs of the gifted learner will be provided for counselors and teachers.

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Whiteville City Schools is committed to providing acceleration services for students who need differentiation across grade levels. The district articulates and implements a process for accelerative and instructional placement options when an appropriate body of evidence indicates that such a practice is warranted for an individual. For this reason, the AIG Advisory Committee deems this practice to be maintained.

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

Description: Some students achieve remarkably well and may need subject or grade advancement, in addition to other differentiated services. For these students, data is compiled based on the specific criteria for subject and grade advancement. This service option may be used at any grade level; however, students contemplating early high school graduation must meet the N. C. graduation requirements. This option requires careful consideration and data collection. If acceleration is recommended, an Individual Differentiation Education Plan will be developed to best meet the needs of the student. This plan will outline the transition process and a timeline for review of performance.

The following Criteria apply to this practice:

SUBJECT ADVANCEMENT

- WISC IV 97th %ile Full Scale Score (minimum)
- Achievement Test Score (three years above grade level in reading and/or math)
- Written Teacher recommendation
- Written Principal recommendation
- Written AIG Teacher recommendation
- Written statement of interest from student
- Maximum class performance in all subjects for more than a year.
- A statement regarding the social/emotional development of the student (School Counselor)
- Written parent statement of interest.

GRADE ADVANCEMENT

- WISC IV 97th%ile FS Score (minimum)
- Achievement test score that is three years above grade level in reading and/or math
- Written teacher, principal, and AIG recommendations
- Written statement of interest from the student

- Maximum class performance in all subjects for more than one year
- A statement from the school counselor regarding the social/emotional development of the student
- Written Parent Statement of interest

If an AIG student requires subject or grade acceleration, or if parents on an AIG student request acceleration, the AIG teacher and school must follow the procedures outlined in the local plan. Decisions based on the collection of data and recommendations should be made in a Gifted Identification Team meeting. If a request for grade or subject acceleration request is for a student who is not identified AIG, the school may choose to use the AIG Procedure but is not required to do so. It is important to let parents know that it will be the practice of the district not to provide transportation to accommodate a grade or subject advancement.

Early Admission to Kindergarten falls under this category, and the district follows state guidelines for this placement. It is the parent's responsibility to present the student for early admission to kindergarten and the principal's responsibility to carefully examine the data to determine whether the student qualifies. To qualify for early admission, the student must have an IQ in the 99th percentile, and an achievement score in the 99th percentile, as well as work that demonstrates he/she can perform tasks well above their age peers. It is the parent's responsibility to provide the documentation needed to prove the child qualifies for early admission. (See Form AIG 2a)

Another component of this practice is Credit for Demonstrated Mastery at the high and middle school levels which will allow students to earn credit (not a grade)for coursework with a high score that measures content knowledge and a project that measures quality learning. The district will follow guidelines set forth by the State in making credit decisions.

Planned Sources of Evidence: Planned Sources of evidence:

1. Accelerated options are available and placement processes communicated.
2. Minutes and agendas from related meetings are on file.
3. Appropriate accelerative measures have been used.
4. Documentation of Credit for Demonstrated Mastery is on file.
5. Documentation of Early Kindergarten is on file, if cases have been presented.

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: Whiteville City Schools recognizes that a wide variety of services must be developed to meet the needs of our diverse gifted population. While the number of culturally diverse students identified for AIG services has increased over the last three years, the need for continued focus on this practice has been noted by the Self-Assessment. The district plans to implement a second pathway or alternate route to identification beginning with the 2013-2014 school year. For this

reason, this practice will remain focused.

Goals: The district has identified the following goals:

1. To increase the number of African-American and Hispanic students served in the AIG program by 10% over the next three years (2013-2016).
2. To increase parental awareness of the AIG program and referral process.
3. To encourage teachers to refer African-American, Hispanic and/or other under represented groups who demonstrate potential for giftedness.
4. To provide training for teachers on indicators of giftedness.
5. Implement the new identification route or pathway beginning with the 2013-2014 school year.

Description: The number of African American and Hispanic students identified in the AIG program has increased over the last three years, but there is still room to grow in this area. Based on 2012-2013 data, the total number of identified students in the LEA was 293. Twenty percent of these students were either African American or a race other than Caucasian. Opportunities are present for underachieving AIG students from diverse cultural and economic groups to overcome the significant achievement gap between disadvantaged and advantaged by accessing appropriate differentiated services. Beginning with the 2013 school year, the district will implement the new alternate route to identification, Pathway Two. This pathway will open up possibilities for those students who might otherwise not be referred or might not make the AIG pool. The IDEP (Individualized Differentiation Education Plan) is put in place for students who have the academic or intellectual potential but are not performing at appropriate levels in the AIG program. All of the districts' schools are Title I schools; therefore, all of our students are considered economically disadvantaged. The district is serving a high percentage of these learners. Data indicate that the highly gifted and culturally diverse students are being identified and served whenever they score well on the 3rd grade screening instruments or whenever they are referred by teachers or parents. The district needs to put strategies in place to ensure that those African-American or other culturally diverse students who demonstrate gifted potential and who do not make the pool are referred to the program. Parents of the African-American and Hispanic students are less likely to refer their children to the AIG program than Caucasian and Asian parents. There is a need to increase the awareness of the program and the referral process for all of our parents. Third grade teachers are asked to identify their top three minority students who show some potential for academic or intellectual giftedness and to submit this listing to the school administrator prior to getting results from the pool. The listing of minority students is compared to the minority students who make the cutoff for the AIG pool. This data is helpful in identifying possible under-represented students. The district also uses non-traditional testing like the Naglieri and non-verbal IQ tests to evaluate students who would not do well with traditional testing measures.

Planned Sources of Evidence: The district will provide the following sources of evidence:

1. AIG Headcount data in 2013 will reflect an increase of 10%+ African-American students.
2. Training agendas and minutes of meetings with teachers to increase awareness of the referral process will be maintained.
3. Testing data will indicate the use of assessments like the Naglieri-2 and other non-traditional measures for identification purposes.
4. IDEP's will be in place for underachieving AIG students.(See Appendices-AIG 5b)

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: The Whiteville City Schools AIG Program highly encourages AIG students to participate in extra-curricular programs and activities because these activities enhance and further develop students' needs and interests. The AIG Program needs to expand its extra-curricular offerings to address the needs and interests of students. Because there are extra-curricular programs in place across grades 3-12 in which students are participating, this is considered to be a maintained practice.

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

Description: At each level of service in grades 3-12, AIG teachers provide students and parents with information and assistance pertaining to extra-curricular interests and activities that will enrich students' academic strengths. In many instances, AIG teachers serve as advisors or sponsors. AIG students need extensions of the curriculum and other activities to enrich their learning. Extra-curricular activities provide opportunities for teachers to meet the interests and needs of the gifted learner. Part of the AIG curriculum development process will be to identify extra-curricular programs and events that should occur at each grade level for AIG students. Those programs and events will include the following:

Offer opportunities at the elementary level for:

- Science Fairs
- Writing Contests and Competitions
- Service learning projects
- Contests/Competitions
- Geography Bees (school or county level)
- Math Superstars
- Inquiry-based projects
- AIG Summer Enrichment Camps
- Academic Clubs and Organizations
- Academic SuperStars

Offer opportunities at the middle and high school level for:

- Future Problem Solving
- Quiz Bowl
- Young Authors
- Odyssey of the Mind
- Duke TIP
- Battle of the Books
- Science Fairs
- Junior Great Books (Socratic Seminars)
- Community Service Projects
- Inquiry-based projects
- Mentorships

8/8/2013

- Governor's School
- AP Summer Bridge Program
- Specially focused field trip
- Daughters of the American Revolution Essay Contest
- Academic Clubs and organizations
- Chess Club
- Advisor-Advisee Program
- School Government
- Community Mentorships
- School of Math and Science
- Quiz Bowl

Planned Sources of Evidence: The district will offer the following sources of evidence:

- 1) Documentation that extra-curricular activities like service learning, inquiry-based projects, and mentorships have strong student participation.
- 2) Percentage of students participating in these extra-curricular activities.
- 3) AIG curriculum will include these activities/events.
- 4) Student surveys to indicate satisfaction with offerings.
- 5) Funds have been provided for schools to implement the curriculum.
- 6) Advisor-Advisee program has been implemented with fidelity.

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: Based on feedback from stakeholders, it is evident that our AIG teachers communicate with families and parents on a regular ongoing basis through school communications, newsletters, websites, letters sent home to parents, family nights at individual schools, parent and teacher conferences and at AIG meetings. This communication is the strongest at the K-8 level, and there is an opportunity for growth at the high school level. While there is a need for continued growth in this area, the Self-Assessment indicates that this is a maintained practice.

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

Description: Schools have strategies in place for communicating with parents/families regarding their child's AIG services--parent meetings for annual review/initial placement, focus group meetings, individual parent conferences, school communiques, parent meetings, etc. These strategies are more focused on communicating with families.

- 1) Parents and community members are invited to serve on AIG Advisory Committees, particularly at the time of AIG plan development/revision.
- 2) Input is elicited through paper and on-line surveys.
- 3) Parents are invited to AIG placement and annual review meetings.
- 4) Parent concerns are investigated and handled expeditiously.

More community involvement is being recommended in this plan. We can do a better job of inviting community members into our classrooms to serve as volunteers, resource speakers in the classroom, assisting with field trips, and assisting with student projects. In addition, by involving the community more in or program, it is hoped that local businesses will be more open to sponsoring program activities.

It is important that we identify community resources that can be used in the schools to help foster the development of 21st century skills. These community resources will be reported back to the AIG Advisory Committee.

Planned Sources of Evidence: The district has identified the following sources of evidence:

1. Grants or sponsorships from local businesses and/or organizations.
2. Collaboration with the local community college
3. Use of various modes of communication--district website, program brochures, handbooks, coverage in the local newspaper, AIG Q&A on district website.
4. Agendas, minutes, copies of presentations done for related meetings and work sessions.

5. Documentation of parent/community involvement in the schools as volunteers for the AIG program, resource speakers, sponsorships, etc.

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Self-Assessment indicates the need to maintain this practice but to continue to improve in communication with families and other stakeholders. Communication among stakeholders is vital to an efficient, well-organized and competent program. Most importantly, Whiteville City Schools is striving to build better partnerships with the help of new leadership at the district and school levels.

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

Description: One of the most misunderstood components of the AIG Program is the identification process. Because Whiteville City is such a small school district and tradition has been to test and retest until a student qualifies, the number of identified children has been too high. With the implementation of new criteria beginning with the 2010 school year, the number of students qualifying for AIG has decreased, and feedback from stakeholders indicates that the criteria are working and qualifying those students who need the AIG services. The AIG Plan will be presented to the board of education for approval and will receive coverage in the local newspaper. A copy of the AIG plan will be posted on the district and schools' websites, and hard copies of the plan will be displayed in the schools. Brochures and newsletters will provide information on the local program. These brochures will be placed strategically throughout the school district--doctors' and dentists' offices, social services, health department, public library, community college and businesses. Information regarding the AIG program and local plan will be shared with stakeholders during AIG Advisory Committee Meetings and with teachers during faculty meetings and grade level meetings. It is a program goal to have an AIG Parent Night at our schools or district-wide where AIG students can share projects, competitions, etc., with parents and the community, and parents can see first-hand what our students are doing in their AIG classes. Training for all stakeholders will be an integral part of the new plan's implementation and consistency in following the criteria is essential.

Planned Sources of Evidence: Planned Sources:

1. AIG Plan is on district website and school websites.
2. Brochures will be distributed in the community.
3. Information about the AIG program will be shared through summaries of informational materials.
4. Agendas/Minutes of AIG Leadership Team Meetings will be on file.
5. Handouts/Programs/minutes of informational parent meetings will be maintained.
6. Stakeholder trainings will be documented.

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: Whiteville City Schools has an AIG Advisory Committee that is reflective of the diversity of families in our community. The Committee has two African American members who are leaders in the community of Whiteville. In addition, the other committee members also reflect the diversity in our population. The needs of the advanced learner are best met when monitoring, developing and implementing the local plan reflects the diversity of all stakeholders. While the district has improved in this practice, the Self Assessment indicates that it will continue to be a focused practice.

Goals: The district has identified the following goals to address this practice:

1. Increase parent participation at AIG meetings.
2. Ensure that the diversity of our community is reflected in involvement of stakeholders in all facets of the AIG Program.
3. Surveys will reflect opinions from a diversity of AIG parents/families.
4. The AIG Advisory Committee will increase in the number of diverse stakeholders.

Description: The needs of gifted learners will best be met whenever a group of stakeholders who reflect the diversity of the population is involved in developing, monitoring and implementing the local plan. Currently, the district seeks AIG program input by surveying various groups--parents, administrators, and community members annually. Advisory and focus groups reflecting the diversity of our AIG families are formed to help develop and monitor the local plan. Surveys are sent to families from all demographic groups. One way that parents are involved in the implementation of the plan is that they can share concerns about certain program issues, specifically the identification and service delivery processes, and these concerns are addressed appropriately and expeditiously. The AIG Advisory Committee has been meeting two times per year, and the goal is for the team to meet more and to become more involved in monitoring the local plan.

Planned Sources of Evidence: Planned Sources of evidence:

- 1)Lists of AIG committee members and their representative roles.
- 2)Lists of survey participants and their representative roles.
- 3)Invitations to serve on various AIG-related committees, groups, etc.
- 4)Written communications to families
- 5)Meeting sign-in sheets and committee roles

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The district has several resources that can assist in communicating with our families in their native language. The district has one interpreter who works with all the schools to translate and interpret in Spanish. The migrant program has resources as well. The district has been meeting this practice for several years and will continue to do so. The Self-Assessment indicates that this practice should continue to be maintained.

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

Description: The district has an interpreter for the Hispanic population in our community. This is the largest cultural group of non-English speaking persons in our school district. Whenever the need arises, the interpreter assists in meetings, translations of documents, and other activities required to effectively communicate with our community. In addition, the district informs parents and community of opportunities via brochures, the district's website, school-level parent meetings, emails and handbooks. If home visits are needed for our Hispanic AIG students, the interpreter accompanies the social worker in the visit. The district has identified several Hispanic students who speak English even though their parents may not. It is vital that the district communicate in a way that parents can access the AIG program and have an understanding of what it offers.

Planned Sources of Evidence: The district will provide the following sources of evidence:

- 1) Translated AIG documents--forms, plan, etc.
- 2) Interpreter used at AIG events as needed
- 3) Variety of communications--brochures, district website information, parent handbook, newspaper, emails, parent letters, Q&A posted on district website.

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: Currently, Whiteville City Schools is not adequately addressing this practice dealing with the formation of partnerships. There is some partnering with UNC-W for teacher interns, occasional field trips to some of the local businesses, and use of community classroom speakers, but more partnering needs to occur as reflected in the self-assessment. Therefore, this practice will remain focused.

Goals: The district has identified the following goals to address this practice:

- 1) To develop strategies at the school and district level to actively involve parents and community in the implementation of the AIG program.
- 2) To develop a resource list of persons (parents/community) who are willing to serve on committees,

who would like to volunteer, or who would like to serve as resources for the classroom.

- 3) To seek grants and sponsorships for AIG Program activities like field trips, service learning experiences, and other student projects.
- 4) To offer family involvement activities like Parent Nights where students can shine.
- 5) Encourage/promote community involvement in AIG activities.

Description: The LEA works to meaningfully involve stakeholders in all program areas. Involvement of stakeholders is critical to the success of our program, and building positive relationships is essential. While there has been involvement of parents and community in planning for the AIG program, there has been less involvement in its implementation. We recognize the need to give our parents and community more opportunities to touch the classroom by serving as volunteers for student projects, volunteering in the classroom, serving as resource speakers or resources for specific student projects, to assist in service learning projects, and to sponsor activities or projects. The following strategies will improve communication between AIG programs and the parents of students who are receiving gifted education services or those who may need access to those services:

- 1) Information about accessing gifted education will be available on each school's web site.
- 2) The district website will provide information about the AIG program.
- 3) Gifted Education will be a part of the School Improvement Plan at each school site.
- 4) Parents may participate in the development of DEP's and/or IDEP's.
- 5) Gifted education teachers and gifted coordinator may facilitate parent education meetings on giftedness in their schools.
- 6) Schools will hold informational meetings to help parent(s) and guardian(s) understand the implementation of the AIG program at their child's school.

Planned Sources of Evidence: Planned sources of evidence:

- 1) School websites will provide AIG Program Information.
- 2) Informational meetings for parents are held and agendas are available for review.
- 3) District website will have information regarding the AIG program.
- 4) School Improvement Plans will reflect strategies for improving the gifted program at the school level.
- 5) Brochures about the Gifted Program will be disseminated throughout the community and to parents.
- 6) Community resource lists will be compiled.
- 7) There will be evidence that schools have partnered with community agencies, businesses, etc., to enrich and extend our AIG program services.

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: Whiteville City Schools remains in compliance in developing and implementing an AIG Local Plan in accordance with State legislation and policy. The Plan addresses the six standards and 58 practices and addresses each of the required areas. Therefore, this is a maintained practice.

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

Description: Whiteville City Schools has in place a local board/SBE/DPI approved AIG plan that has been implemented with some major changes during the 2010-2013 plan cycle. A new plan is being developed for the 2013-2016 cycle. The new plan reflects numerous changes suggested in feedback from parents, teachers, administrators and other stakeholders. Needs assessment data compiled and reviewed by the AIG Leadership Team has provided input for the development of this plan. Once the plan is developed, the AIG Leadership Team will again review it and make comments before it is submitted to the local board of education for approval. Once the local board approves, the plan will be sent to SBE/DPI for review and comment. The plan will be submitted to the Board of Education approval at its June, 2013 meeting, and board members will have the plan to review at least two weeks prior to the meeting.

Planned Sources of Evidence: Planned Sources of Evidence:

1. Review comments by DPI are noted and returned to LEA.
2. Plan is developed and aligned with NC AIG Standards.
3. Local board approval will be reflected in board minutes.
4. Revisions to plan are explicit.
5. Plan is approved by SBE.

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: The Whiteville City Schools AIG Local Plan and program are effectively monitored in accordance with Article 9B and other State policies that guide the fidelity of the program. As the new plan is implemented, monitoring and accountability of the plan will become more efficient and manageable as we develop a system of filing evidence documents for each focused practice. Therefore, this will continue to be a maintained practice.

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

Description: The AIG Coordinator works closely with schools and the AIG Advisory Committee to ensure that plan components are implemented as approved by the local board of education. This is done by visitations to schools, reviews of AIG rosters, reviews of DEP's, frequent meetings with AIG teachers, conferencing with parents, and feedback from all stakeholders. The AIG compliance specialist conducts frequent audits of paperwork to monitor the referral/identification/placement process. The following is a list of the AIG coordinator's responsibilities related to this practice:

- Coordinates the AIG Leadership Team
- Develops and oversees the production of communication tools
- Manages and assists the implementation of gifted education services
- Proposes and manages a budget
- Assists AIG teachers to best meet the needs of their students.
- Plans and conducts professional development
- Mediates parents, AIG teachers, and principals in dealing with disagreements concerning all phases of the program.
- Ensures implementation of AIG and provides leadership for AIG
- Proposes changes to the AIG plan based on feedback from stakeholders and recommendations from the AIG Advisory Committee.

The AIG Advisory Committee, under the leadership of the AIG Coordinator, will develop a system for filing documents to support focused practices identified in the plan.

Planned Sources of Evidence: The district has identified the following sources of evidence:

- 1) Student AIG folders documenting the identification and placement of gifted learners are compliant and follow procedures and guidelines set forth in the local plan.
- 2) AIG Teaching Staff are certified to work with AIG learners.
- 3) AIG headcount rosters of students served match AIG folder data.
- 4) Minutes and/or agendas of task force meetings are maintained.
- 5) Minutes of AIG Advisory Committee meetings reflect a plan monitoring function.
- 6) The district has a plan for filing documentation to support each of the focused practices identified in the local plan for 2013-2016.

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: Whiteville City Schools remains in compliance with expenditures of AIG allotted funds. The district will continue to utilize and monitor State funds allotted for the local AIG Program according to State policy as mandated by Article 9B and the Department of Public Instruction. Because these funds are used only for AIG Program purposes, this practice remains at a maintained status.

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

Description: The PRC 034 allotment for the 2012-13 school year was less than the previous year for a total of \$110,866. During the 2012-2013 school year, PRC 034 funds paid salaries of two AIG teachers, purchased materials for the AIG program, and provided for a small amount of professional development for AIG teachers. Both of the PRC 034 teachers are AIG certified and are teaching AIG students. This amount of state funding is not sufficient for the district to implement the current plan that is in place; therefore, state ADM funds have been used to pay for three additional AIG teaching positions.

Planned Sources of Evidence: The district has identified the following sources of evidence:

- 1) Annual budget statement financial print-outs.
- 2) Teacher licensure and PRC 034 reports
- 3) Prior approvals for professional development
- 4) Receipts for materials and curriculum products

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: The AIG subgroup performance growth data is essential for program improvement in all aspects of the AIG program and the entire district. The performance of this subgroup has not been maintained or shared in Whiteville City Schools but will be with the new State reporting system. AIG students have important test data that provides insight into their particular strengths. The performance of our AIG students significantly impacts the district's overall performance. The AIG Advisory Committee has identified this practice as one that needs improvement and a focused practice since we have not yet shared this student information with the board and administration.

Goals: The district has identified the following goals:

- 1) To analyze student performance data as related to proficiency on End of Grade Tests in grades 4-8 and 9-12 and to share this data with, at a minimum, the local school board and schools.
- 2) To analyze the annual drop-out data for AIG students and share this data with, at a minimum, the local board of education and schools.
- 3) To analyze student performance growth data beginning with the current 8th grade class and do a longitudinal study of growth since these students were 5th graders.
4. To compare growth of AIG subgroup to other students not in the AIG program.

5. To share both the AIG performance data and an analysis with the board of education.

Description: Whiteville City Schools will improve this practice in the following ways:

1. Analyze AIG growth data annually using the AIG subgroup data provided by the State Accountability Division.
2. To share student performance growth data with schools and central services staff to assist them in program planning and AIG program instruction.
3. To analyze, maintain, and share annual drop-out data for AIG students.
4. To provide rigorous and challenging material in reading to ensure that students are reading and comprehending at appropriate levels that are challenging and allow them to grow as readers.
5. To compare growth of AIG subgroup to other students not in the AIG program.
6. To share growth data and comparison with all stakeholders in the district.

Planned Sources of Evidence: Planned sources of evidence:

- 1) Presentation of AIG student test data to the board of education
- 2) Powerpoint presentations and analyzes of student data.
- 3) Evidence that data has been shared with schools, school administrators, and the board of education.

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: There continues to be a gap in the number of students from under-represented populations who are qualifying for services in our district. However, according to recent data, that gap is closing. The district will be implementing a new alternate route to identification with the implementation of this plan, and it is felt that the new route to identification will help to address the gap. In addition, the K-2 nurturing program continues to focus on early identification of giftedness with a focus on under-represented subgroups. Since additional data collection is necessary in the identification and retention of these specific populations, this needs to be a focused practice.

Goals: The district has identified the following goals.

- 1) To increase the number of under-represented groups participating in and passing AP/Honors Courses.
- 2) To analyze data regarding services to under-represented groups and to share this information with the public.

- 3) Use data regarding services to under-represented groups in training sessions for teachers.
- 4) Implement new alternate route to identification with fidelity.
- 5) Utilize the English as a Second Language staff to assist with identifying the needs and concerns of under-represented ESL students.

Description: The district currently collects data on the number of under-represented students being served in AIG programs in grades 3-8 and in PREP (K-2), but the program has not compiled recent data on the enrollment of these students in AP and honors courses. In addition, one of the goals of PREP, is serving under-represented populations for the purpose of nurturing potential for future AIG identification. The current data indicate that the percentage of under-represented populations receiving AIG services is far below that of the Caucasian population. Data indicate that more African American students are referred than qualify. The district is working to develop procedures that will ensure under-represented populations are included. In addition, the district has implemented the "Building Thinking Skills" component of Project Bright Idea to build academic potential.

The district will implement a second pathway to identification which should increase the number of referrals and qualifying students from under-represented populations. (See AIG 4a for criteria.)

Planned Sources of Evidence: Planned Sources of Evidence:

- 1) Data analysis regarding the referral and identification trends based on demographics and subgroups is available for public review.
- 2) Data on enrollment in high school upper level courses is maintained.
- 3) Data is shared with schools and administrators--minutes of meetings and agendas.
- 4) The percentage of students served in the AIG and PREP programs will increase annually.

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: All personnel providing direct AIG services to gifted students should have AIG licensure. It is the responsibility of the AIG Coordinator, in consort with Human Resources, to ensure that personnel are properly credentialed. This practice is occurring in Whiteville City Schools and is supported by the Self Assessment; therefore, this will continue as a maintained practice.

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

Description: The Human Resources Department maintains current data on all personnel in the school district, including the credentials of personnel serving AIG students. The AIG coordinator works closely with Human Resources to ensure that all teachers providing direct services to AIG identified students has AIG licensure. All teachers providing direct services are certified. The PREP (K-2 Nurturing Program) teacher does not have AIG certification but has made a commitment to work on it. Every effort is made to ensure that AIG identified students are taught by qualified teachers.

The AIG coordinator works closely with HR for purposes of professional development credit and for verification of credentials.

Planned Sources of Evidence: Planned sources of evidence:

- 1) Licensure Reports/List of district's AIG certified teachers
- 2) Professional development transcripts and records
- 3) Use of PRC 034 funds
- 4) AIG school headcounts

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: In order for the AIG program to be understood and effective, it is essential that efforts are made to gather as much productive input as possible from Stakeholders. Whiteville City Schools has an AIG Advisory Committee who participates in all aspects of the local AIG program and make recommendations for program improvement. The district AIG Coordinator will continue to work on increasing the number of parents and community members on the current AIG Advisory Committee, but because this group is already in place and working, this continues to be a maintained practice.

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

Description: The AIG Coordinator serves as the leader of the AIG Advisory Team composed of AIG and regular education teachers, administrators, parents and community leaders. The team represents the diversity of our student population but work needs to be done to add more members from the community and more parents. It has been difficult to recruit parents to the committee because most of them who are interested in serving do not have the time to give to this process. Many of our community members have jobs that they cannot leave to attend meetings. The AIG Advisory Committee meets regularly with the AIG coordinator to monitor the plan, discuss program concerns, and to evaluate the local plan effectiveness.

Planned Sources of Evidence: Sources of Evidence:

- AIG Advisory Committee agendas and minutes of meetings.
- AIG Leadership Team Rosters and meeting attendance records.

Other Comments:

Practice H

Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding

the quality and effectiveness of the local AIG program.

This practice is a Maintained Practice for 2013-2016.

Rationale: Feedback from a variety of stakeholders is now being used to improve the quality of the AIG Program. It is important for the district to listen to stakeholders' ideas about the program so that there is buy-in from the school, parents and community. While this practice needs to be improved, it will continue to be a maintained practice since there is already a strong effort to elicit feedback and to use this feedback in program improvement.

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

Description: Under the leadership of the AIG coordinator, feedback on the AIG program's quality and effectiveness is elicited through a variety of means. Teachers are given opportunities to provide feedback during training sessions and during faculty meetings. Surveys are conducted on paper and on-line and are available for any stakeholder to complete. AIG lead teachers report information generated by parents through AIG conferences and parent meetings. The AIG Leadership Team will meet at least twice annually to provide feedback on the program. Parents and other stakeholders may submit ideas/concerns/recommendations to the district coordinator and to the AIG specialists via email. It is important that the schools, because they are closest to the students and parents, continually gather feedback from a variety of sources. Schools should find a way to allow parents to express strengths of the programs and areas that need improvement. The district coordinator will also conduct annual surveys and conduct focus groups to gather feedback on specific areas of the AIG Plan.

Planned Sources of Evidence:

- 1) Annual surveys of stakeholders
- 2) Focus Group Meetings (Minutes/Agendas)
- 3) Notes listing feedback from teacher meetings and trainings.
- 4) Data gathered from focused questions at DEP meetings, annual review meetings, or parent meetings, etc.
- 5) Schools' data collection information

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: In order to continuously improve the AIG Program, data must be collected and analyzed to make decisions. Feedback from all sources should be considered for its research-based validity. The district has revised the local program using data from a multiple sources, and this is an ongoing process. The practice needs to be improved as well, as indicated by a self-assessment of "mostly evident." For these reasons, this practice will be maintained.

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

Description: The new AIG plan will be submitted to the district AIG Advisory Committee on June 6, 2013, and to the local BOE at its June, 2013 meeting. Upon approval by the local BOE, the plan will be submitted to DPI for feedback and comments. Plan development has been facilitated by the AIG coordinator who has documented around 100+ hours of work to get it completed. Of the 48 practices, the new plan identifies 18 focused practices, specifically focusing on differentiated curriculum and instruction, communicating with families and communities, partnerships, and program accountability. Thirty practices have been identified in the "maintain" category and will continue to be reviewed and revised as needed to provide for continuous improvement. Schools will more actively elicit feedback at their schools on AIG plan implementation and content to assist in making decisions regarding plan revisions, program improvement, or updates.

Planned Sources of Evidence: Planned Sources of Evidence:

1. All Plan revisions have been board approved by both the local and State boards of education.
2. Review comments on the new plan have been noted and received by the district from DPI and have been shared with the AIG Advisory Committee and other appropriate staff.
3. The new plan is being implemented and monitored.

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: This practice is minimally evident in the district because there has been very little dissemination of AIG accountability data or evaluation data with the local board of education or with the public. Collecting and evaluating data remains an integral component of strengthening the AIG Program. The AIG Advisory Committee recognized the need to share this information with the public and recommends that a plan for sharing be devised for the future. Therefore, this is a focused practice.

Goals: To annually provide key stakeholders with program evaluations of the local AIG Program.

Description: AIG Program Evaluation data will be shared with the AIG Advisory Committee, the local board of education, administrative teams, and with the media. Data to be shared include an analysis of the AIG student performance data, comments from the DPI review of the local AIG Plan, and survey data from stakeholders. This sharing will be one at least annually. The AIG Coordinator will work with the AIG Advisory Committee to develop a plan for sharing the evaluation data with the public.

Planned Sources of Evidence:

1. Documentation that evaluation data of the AIG population has been reviewed by both school staff and district staff for purposes of program improvement and student performance.

2. School data boards will reflect the progress of the AIG subgroup.
3. Board minutes will reflect that the data has been shared with the board of education.
4. Minutes of AIG Advisory Committee meetings will indicate that the team has been apprised of AIG student performance data.

Other Comments: As indicated in an earlier practice description, annually, the AIG Coordinator will make a report on the local plan evaluation to the board of education at which time the press will be present. This report will also be shared with school improvement teams.

Practice K

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Whiteville City Schools AIG Program protects the rights of all AIG students and K-2 PREP students by ensuring that all policies, procedures and practices are followed with exactness, confidentiality, fidelity and oversight. These procedures are embedded in the Local AIG Plan that has been approved by the local board of education. For this reason, this practice will be maintained.

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

Description: The Whiteville City Schools AIG Program mirrors the State policies and procedures governing the administration of gifted programs and services. The local plan which has been approved by the board of education and State Board of Education, is compliant in all program components, even though some of these components need improvement. Screening, testing, and identification procedures are reviewed continually to ensure equity, consistency and best practice. School based AIG decisions are decided by a Gifted Identification Team at each school. The district's AIG coordinator and compliance specialist review paperwork, case decisions, and arrange testing for AIG referrals. The district team provides a system of "checks and balances" to help protect the rights of all students who may qualify for screening, testing, and/or placement in the AIG Program. AIG teachers conduct annual reviews of placement, review DEP's, and provide parents with information about the program. AIG teachers and regular education teachers work collaboratively to provide differentiation opportunities for all identified AIG students.

Planned Sources of Evidence: The district will provide the following sources of evidence:

1. Copies of Invitations to Conferences that are maintained in the student's confidential AIG folder.
2. Copies of signed Receipt of Due Process procedures that are maintained in the student's confidential file.
3. Written Due Process procedures are in place and followed.
4. Complaints are documented as well as the district's response to the complaints.
5. Meetings with appropriate staff are held to resolve disagreements once a complaint is voiced.
6. Audit information maintained at the district office.

Other Comments:

Glossary (optional):

Appendix (optional):

AIG 1 Referral Revised-2013.docx (*Appendix - Standard 1*)
AIG 10 Invitation to Conference.doc (*Appendix - Standard 1*)
AIG 11 Appeals Request.doc (*Appendix - Standard 1*)
AIG 13 Checklist.doc (*Appendix - Standard 1*)
AIG 1a Referral Under-Represented Population.doc (*Appendix - Standard 1*)
AIG 2.doc (*Appendix - Standard 1*)
AIG 5 Annual Review.docx (*Appendix - Standard 1*)
AIG 7 Placement Decision.doc (*Appendix - Standard 1*)
AIG 7a Due Process Procedures.doc (*Appendix - Standard 1*)
AIG 8 Waiver of Service.doc (*Appendix - Standard 1*)
AIG Ethnicity.docx (*Appendix - Standard 1*)
AIG Identification Criteria Summary--Sept. 2012.docx (*Appendix - Standard 1*)
Aptitude-Achievement Tests.doc (*Appendix - Standard 1*)
aig9 AIG Parent Notification Form 5-20-2010.doc (*Appendix - Standard 1*)
AIG 12 Notification of AIG Students.doc (*Appendix - Standard 2*)
AIG 3-High School Service Plan.docx (*Appendix - Standard 2*)
AIG 4-Matrix.doc (*Appendix - Standard 2*)
AIG 4a IG Pathway Two Profile.docx (*Appendix - Standard 2*)
AIG 6 3-8 DEP.docx (*Appendix - Standard 2*)
AIG 6 DEP 9-12.docx (*Appendix - Standard 2*)
AIG 6a IDEP.doc (*Appendix - Standard 2*)
PREP+Requirements.doc (*Appendix - Standard 2*)
AIG 2a-Early Admission.doc (*Appendix - Standard 4*)
aigparentsurvey.doc (*Appendix - Standard 6*)
aigstudentsurvey.doc (*Appendix - Standard 6*)
aigteachersurvey.doc (*Appendix - Standard 6*)