

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

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

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

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

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

**Wilkes County Schools Vision for local AIG program:** Wilkes County Schools accepts and is in agreement with definitions of giftedness as provided by the United States Department of Education and the State of North Carolina.

Wilkes County Schools recognizes that gifted and high ability students must be part of an overall program designed to discover, nurture and develop the potential of every student. Academically and intellectually gifted students may exhibit behaviors which are different from other students their age; they may learn at a faster pace and think with more complexity and abstraction. Learning at a faster pace and thinking in a more complex and abstract way provides the justification or rationale for providing educational services for gifted children.

Elementary teachers of the academically and intellectually gifted begin working with students as early third grade and identification of gifted students occurs at the end of the students' 2nd grade year. Students that demonstrate gifted traits in kindergarten through second grade will be enriched through a fostering program. All elementary students identified as academically or intellectually gifted should receive services from teachers recognized by the state of North Carolina as possessing certification in the area of gifted studies or have completed the required professional development courses set forth by the local system.

8/8/2013

These teachers recognize and understand the need to provide information on how giftedness develops as a student matures intellectually, psychologically, and emotionally. The certified academically gifted teacher works closely with the AIG specialist, students, and parents to provide information and support and rigor.

Student identification occurs in the academic areas of reading and math. As a student progresses through middle school and high school, gifted honors classes are offered to a greater number of qualified students. Many gifted students participate in honors, AP, dual enrollment classes through Career and College Promise and cyberclasses that are provided at all high schools.

All educational personnel must provide learning opportunities for gifted students to ensure the students have the knowledge and skills necessary to succeed in a global 21st Century.

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

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$491000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

## Table of Contents

<a href="#">Standard 1: Student Identification</a>	4
<a href="#">Standard 2: Differentiated Curriculum and Instruction</a>	20
<a href="#">Standard 3: Personnel and Professional Development</a>	34
<a href="#">Standard 4: Comprehensive Programming within a Total School Community</a>	43
<a href="#">Standard 5: Partnerships</a>	65
<a href="#">Standard 6: Program Accountability</a>	72

## **Standard 1: Student Identification**

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

### **Practice A**

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

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

**Rationale:** Wilkes County Schools will maintain the comprehensive, equitable screening, referral, and identification processes for students in Wilkes County Schools. Equitable screening processes are open to students in 3-8 grades with exceptions made for students in K-2. School personnel are informed of the student identification process by the AIG Coordinator with parents and stakeholders being informed through parent meetings, local county-wide meetings, and various types of media.

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

**Description:** A comprehensive and cohesive process for the student nomination process is coordinated at the county level in order to determine eligibility for gifted education services. Instruments are used to identify students of various cultures and economic statuses. The student nomination process is maintained throughout the system and students, parents, stakeholders, and school personnel are made aware of this process before testing occurs.

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

-AIG plan posted online as well as hard copies at each school

-AIG Wiki

-Parent newsletter

-AIG brochure

-Reference guides to parents

-Wilkes County Schools Website

-Individual school's wiki pages

(all in both English and Spanish)

**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:** Because Academically and/or Intellectually gifted students require a differentiated education service beyond those ordinarily provided by the regular education system, Wilkes County will continue to use the current process for identifying AIG students.

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

**Description:** Guiding Principles for identification of AIG students who attend Wilkes County Schools are:

-A comprehensive and cohesive process for student nomination process is coordinated by the LEA in order to determine eligibility for gifted education services.

-Students are nominated by their teachers from evidence of classroom work and assessments, creativity, EOG scores in the 90th percentile, Reading 3D data of at least two grade levels above, and work ethic

-Instruments used for student assessment to determine eligibility for gifted education services measure diverse abilities, talents, strengths, and needs in order to provide students an opportunity to demonstrate any strength. The CoGat is given to students in grades 3-8 as a criteria for placement and the KTEA is given to rising 3rd graders as another criteria since EOG scores are not available.

-A student assessment profile of individual strengths and needs is developed by the AIG specialist and classroom teachers to plan appropriate intervention.

-All student identification procedures and instruments are based on current theory and research.

-Written procedures for student identification include provisions for informed consent, student retention, student reassessment, student exiting, and appeals procedures.

Multiple indicators of giftedness used by Wilkes County Schools includes, but are not limited to:

-Observable Student Behavior

-Student Aptitude (90% or higher on CoGAT, KTEA, EOG's, Well Above Average scores on Reading 3D and WISC for younger students if deemed necessary)

-Student Motivation to Learn (Teacher and Parent surveys)

-Student Interest (Student survey)

- Student Performance (Grades, Work samples, Writing Assessments, Benchmark Assessments)
- Student Achievement (90th percentile on EOG's, levels of well above average on Reading 3D)

Each student should be viewed as an individual without limiting giftedness to any one score or measure.

Careful consideration is given to data collected about each student. Services are determined at the school level based on the Multiple Indicators of Giftedness listed above. Placement decisions are reviewed by the AIG Coordinator and a Teacher Advisory Committee that is made up of AIG licensed teachers in grades 3-8 to ensure all criteria has been adequately evaluated. Parents are notified of the decision of the Teacher Advisory Committee by the AIG Coordinator. Permission for services is given by parent's signature on the Differentiated Education Plan. The student's plan is reviewed yearly and modified as needed.

AIG teachers should complete a performance review for every identified AIG student. The annual performance review helps determine the appropriateness of his/her continuing to receive differentiated services as provided in the service plan.

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- Aptitude tests (COGat,KTEA)
- Achievement tests (EOG,individual)
- Potential to Achieve (rating scales)
- Student folders containing identification information
- Teacher Referral Forms
- AIG Plan
- The KTEA and WISC III and classroom observations by the AIG Coordinator and school psychologist may be used for students in kindergarten to second grade if the student is exhibiting advanced gifted characteristics at that age

**Other Comments:**

### **Practice C**

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

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

**Rationale:** Wilkes County Schools continues to encourage screening for students of diversity whether that be race, religion, culture, exceptionality, or economics. Wilkes County Schools believes outstanding abilities are present in students from all cultural and economics groups.

**Goals:** Goal 1:

The AIG Coordinator will work with principals and staff during faculty meetings, data team meetings, and on optional workdays to teach cultural awareness and characteristics of giftedness within minority cultures that are present in the LEA

Goal 2:

Utilize EVAAS to identify children of ethnic cultures with high achievement scores on end of grade tests and use ACCESS scores to identify students who are progressing at an accelerated rate.

Each school in Wilkes County has a team that is made up of counselors, specialists, psychologists, EC teachers, ESL teachers, and classroom teachers that identifies students that would benefit from receiving AIG services and need testing. The duties and responsibilities of these teams include, but are not limited to:

- Implement the LEA's referral process, screening, and instructional placement
- Make decisions based on the demonstrated strength-based needs of the students
- Establish procedures to provide equitable access of students from diverse cultural and economic backgrounds
- Arrange parent meetings with translators, if needed, to inform parents of screening and identification process

**Description:** Wilkes County Schools goals for 2013-2016 in relationship to the screening and referral process for under-represented populations which address Goals 1 and 2 are:

- AIG Coordinator conducts workshops at all schools in Wilkes County providing information for the identification of students of non-represented populations in Wilkes County Schools. Twenty-three cultures are represented within Wilkes County Schools and within all cultures a specific number of the population is gifted. This information will also be available on the county's AIG Wiki.
- Principals will receive training in the identification of AIG students of under-represented populations during cluster meetings.
- AIG Coordinator will work closely with the ESL Director to brainstorm activities which help classroom teachers identify under-represented populations.
- AIG Coordinator will utilize EVASS to identify students who perform high on the EOG and who are

included in the under-represented populations. The coordinator will also use data from ACCESS scores to identify students who are progressing at an accelerated rate.

-AIG personnel will make a concerted effort to see that no child from an under-represented population who demonstrates academic excellence is excluded from the screening process. The screening process establishes a broad-based pool of students for placement consideration in service delivery options for academically or intellectually gifted students.

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- Naglieri
- KTEA
- CoGat
- AIG Head Count
- EVAAS data
- All information provided in Spanish and other languages deemed necessary
- Documented test accommodations
- Each school's demographic information
- AIG Wiki

**Other Comments:**

#### **Practice D**

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

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

**Rationale:** Wilkes County Schools ensures consistency in the implementation of screening, referral, and identification processes within the LEA.

The guiding principles of student identification are:

- A comprehensive and cohesive process for student nomination must be coordinated in order to determine eligibility for gifted education services
- All student identification procedures and instruments must be based on current theory and research
- Instruments used for student assessment to determine eligibility for gifted education services must measure diverse abilities, talents, strengths, and needs in order to provide students and opportunity

to demonstrate any strength

- Written procedures for student identification must include provisions for informed consent, student retention, student exiting, and appeals procedures

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

**Description:** It is the responsibility of the AIG Coordinator to educate stakeholders on the screening, referral, and identification processes within the LEA. The AIG Coordinator is also responsible for all testing and scoring to ensure consistency across the LEA.

- The use of standardized instruments, process and performance indicators and diverse sources of data (e.g., student, teacher, parent, peers or community members) to formulate the complete picture of the student whose needs for programming are being assessed.

- The use of referral forms that teachers use in making decisions about student selection

-The use of multiple criteria for decision-making that includes teacher recommendations, writing samples, achievement scores, aptitude scores, etc

-The use of nontraditional methods for effective identification of underserved populations who may manifest giftedness in different ways.

-The employment of EVAAS's sub-group data and ACCESS scores in order to establish local norms to find and meet the needs of underserved populations.

-The employment of a translator and/or ESL teacher to ensure that the parents, student, and any other stakeholder is fully aware of our procedures

-Implementation of a tracking system to monitor the high achievers who were not identified to check for progress over the school year

-Complete internal audits of AIG records at each school mid-year

- Meetings with instructional specialists in elementary and middle school to look at test/benchmark data to determine referrals

-A Teacher Advisory Committee that is made up of four-six AIG licensed teachers in grades 3-12 and the AIG Coordinator that meets at least four times a year to discuss identification, referral, screening and placement procedures and make changes as necessary.

Duties and Responsibilities of the Teacher Advisory Committee:

- Implementation of the LEA's gifted child search/referral, screening, identification, and instructional placement process

- Establish procedures to provide equitable access of students from diverse cultural and economic backgrounds and continually update these procedures based on needs

- Exhibit sensitivity to cultural, economic and/or linguistic differences

The school site team (the Gifted Services Team) will use multi-criteria to determine the student's actual need for differentiated services—services that differ from those in the regular classroom in content, pace of instruction, and methodology. If the Gifted Services Team deems that differentiated services must occur in order for the student's academic progress to be assured, the team will select an appropriate service option for the individual. The Gifted Services Team will then forward its recommendations to the LEA Gifted Services Team.

Please Note

-One test or procedure cannot exclude a student from being considered for services in the Academically and Intellectually Gifted Program.

-The program must meet the needs of the students for academic differentiation. A review of continued eligibility for the program will be conducted yearly with a more comprehensive review at the end of the elementary grades and middle grades.

Certain criteria generally determine the need for services in the Academically and Intellectually Gifted Program. These criteria are:

-90th percentile or above on achievement measures in one or more subject areas and performance at least three years above grade level.

-Aptitude scores at or above the 90th percentile.

-Portfolio or work samples displaying creativity, originality, higher order thinking skills, and advanced academic skills.

-Evidence of student's possessing observable gifted characteristics/behaviors in the teacher survey, parent survey, and student survey.

-Grades of A, A/B in reading and/or math.

-Student interest(s) in learning and motivated to learn.

Parents are notified concerning placement recommendations after the school team has reviewed data.

Services in the Program

For students identified as academically or intellectually gifted, a differentiated educational plan must be written. Such a plan will reflect student strengths and include the options considered by the school gifted services team as appropriate to meet the student's educational needs.

Placement is the end result of referral, evaluation, consideration of all criteria involved in giftedness, and the development of the Differentiated Education Plan. The school system must ensure that placement is based on multiple indicators of giftedness and that the options chosen are based on the needs of the student.

## DUE PROCESS: WHAT IF PARENTS DISAGREE?

If parents disagree with any decision of the Gifted Services Team regarding (1) referral, (2) identification, or (3) services, the following procedure should be followed:

-The parents may request in writing a conference with the Gifted Services Team. At the meeting, the team will explain the reasons for their decision. If the decision concerns test results; parents have a right to submit results of an independent educational and intellectual evaluation. The independent evaluation must be conducted by a qualified examiner who is not employed by the education agency responsible for the child's education. (A list of qualified examiners is available upon request from the school or from the AIG Program.) The school system does not pay for independent evaluations.

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- Referral forms
- Minutes from Teacher Advisory Meetings
- EVAAS and ACCESS data
- Subgroup information pertaining to AIG growth
- Reading 3D data
- Minutes from Instructional Specialists meetings
- Multiple criteria for decision making

### **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:** Wilkes County Schools believes Due Process procedures are the right of every parent and/or student enrolled in Wilkes County Schools. A copy of those rights are given to the parent or guardian of each student screened for gifted services before consent is given. The Due Process rights are also post on the county's AIG wiki for parents to access.

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

**Description:** Wilkes County Schools AIG Plan will be implemented to fidelity by all stakeholders. It is the responsibility of the AIG Director to educate stakeholders; AIG Team Leaders, school-based administration, classroom teachers, and speciality area personnel, and central office administration.

## STUDENT/PARENT RIGHTS

All academically and intellectually gifted students, ages four through graduation, must be provided a free appropriate public education. a "free appropriate public education" means that differentiated educational services will be provided for academically or intellectually gifted students (1) at no expense to the parents, (2) according to the guidelines of the North Carolina Department of Public Instruction and those of the Academically or Intellectually Gifted Program in Wilkes County, and (3) according to the students' Differentiated Education Plan (DEP).

How Is a Student Identified for Services in the Academically or Intellectually Gifted Program?

Annually the school system conducts a search for students who might be in need of services in the Academically or Intellectually Gifted Program. Additionally, when any parent believes their child to be academically or intellectually gifted in need of services beyond those available in the regular classroom should notify school personnel in writing the reason. The written referral should include characteristics and strengths the student possesses that justify the need for differentiated services. The referral should be given to the child's teacher or principal.

## Screening and Evaluation

After a student has been referred to the school for consideration for services of the Academically Gifted Program, an evaluation must be conducted to determine the extent of the child's need for differentiated services. The following items will be collected for each student referred.

- All available previous group testing results such as End-of-Grade Test results.
- A referral form completed by the classroom teacher
- A current teacher's listing of the student's "gifted" characteristics.
- Parents' survey (to identify the student's interests and characteristics).
- A writing sample from a topic that is determined by the AIG Coordinator
- The student's transcript or grades in reading and math.
- Student information
- Parents must give written permission before any individual or small group evaluation is conducted.
- Any tests used must meet state department guidelines and must be selected and administered so as

not to be racially or culturally biased.

-The county's Teacher Advisory Committee will review all data collected and determine the need for additional aptitude and/or achievement testing and the actual need for differentiated services. If the Teacher Advisory Team deems that differentiated services are needed, the teacher will forward their recommendations to the AIG Coordinator.

-The program must meet the needs of the students for academic differentiation. A review of continued eligibility for the program will be conducted yearly.

If parents disagree with the committee's decision, the parents may appeal the decision by making a written request to the AIG Coordinator within thirty days of the conference with the Gifted Services Team. The AIG Coordinator will summon a review team comprised of three individuals who have not been involved in prior decision making for the student: a psychologist, an AIG teacher from another school, and a classroom teacher. The team will carefully examine all data and render a decision within ten school days of the parental request. The team will provide a written decision to the parent(s) within five days of the review team's meeting.

-If the review team's decision fails to resolve the disagreement satisfactorily, the parents may appeal to the superintendent. The appeal to the superintendent must be made within five days of receipt of the team's decision. He will review the concern within five days of receipt of the appeal. The superintendent will respond in writing within ten school days concerning the outcome of his review to the parent and the director.

-If the superintendent's decision fails to resolve the disagreement satisfactorily, the parents may appeal to the Board of Education. The appeal must be made in writing within ten days of receiving the superintendent's response. The Board will offer a final written decision within thirty days.

-If the Board's decision fails to resolve the disagreement satisfactorily, the parents may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The hearing will be limited to consideration of (1) whether the local school unit improperly failed to identify the student as an academically or intellectually gifted student or (2) whether the local plan of services for the student has been implemented appropriately.

Following the hearing, the administrative law judge will make a decision based on the findings of fact and conclusions of law. The decision of the administrative law judge becomes final, is binding on all parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. Attorney fees are the responsibility of the parents.

A Permission to Test form is signed by the parent or guardian of all referred students prior to testing for AIG placement. A copy of this document is located at a centralized location within Wilkes County Schools Administrative Building.

Wilkes County Schools Individual Student Summary of Information serves as the permission to serve when signed by the parent or guardian.

Wilkes County School accepts AIG Placement from other systems within the state of North Carolina. Students moving to Wilkes County from another state or country must be re-tested to place as AIG in Wilkes County Schools; however, AIG Placement for students from military families will be accepted regardless of the state or country.

Parents who wish to discontinue AIG services for their child must do so in writing. The letter must specify removal from the program, be dated and signed by the parent or guardian, and state the reason for removal. Before a student is removed from the AIG program, the parent(s) must have a conference with the AIG Coordinator to see if other options can be considered before removal from the program can occur.

If a student is removed from the program because of parent request, home school, private school, etc for a calendar year, the student will have to be re-evaluated before placement back in the program can occur.

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- Permission to test document
- Parent's Bill of Rights
- Parent surveys
- Teacher surveys
- Progress reports
- Report Cards
- Testing data

**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 Focused Practice for 2013-2016.**

**Rationale:** The design of the AIG plan for Wilkes County Schools understands the identification and service options for individual students must be maintained and changed based on recent research, theory and best practices. Flexible groupings of students are developed in order to facilitate differentiate instruction and curriculum so rather than any single gifted program, a continuum of programming services need to exist for gifted learners.

**Goals:** - To offer a program for gifted learners with a variety of service options

- To develop a program that is purposeful, efficient, and economical
- Create documents that clearly communicates the AIG identification procedures and the variety of service options that is parent friendly and is reviewed annually
- Documentation is made available to educators through the AIG wiki
- Documentation is housed at the LEA's Central Office for three years after the student graduates

**Description:** Elementary Program Services Options:

Wilkes County Schools AIG elementary model of services is an enrichment program that is met through cluster grouping within the regular classroom environment. Pull-out services specifically for reading and math will be offered during a set enrichment time by a classroom teacher or a qualified tutor or teacher assistant. The pull-out services will be an extra service to the gifted learner with the cluster grouping in the regular classroom serving as the primary model.

**Cluster Grouping within a Regular Class:**

A cluster group (4 to 10) of gifted students is assigned to a regular heterogeneous class. The regular classroom teacher, who is a licensed AIG teacher or who has completed or is working to complete the LEA's 90 hour required professional development, works closely with the AIG Coordinator and instructional specialist to design an appropriate curriculum for this group. Flexible grouping may occur as different abilities are valued and nurtured.

**Curriculum Compacting:**

Curriculum compacting is modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities. Compacting will occur in the classroom after the teacher has pre-assessed and determined if mastery of objectives have occurred.

**Differentiated Instructional Units:**

Differentiated instructional units are designed to incorporate goals, tasks, and activities that are appropriate to the individual learning abilities and skills of the students involved.

**Enrichment Centers:**

Enrichment centers are designed for exploration and development of new interests and talents. They may be located in the regular classroom or media center.

**Independent Study:**

An independent study may be used as a way to either accelerate or enrich learning. Students displaying content mastery or having a special interest may contract with the teacher for an independent study project. The teacher serves as a resource person and meets with the student periodically to assess progress. The student is required to keep a written journal of the process that is made throughout the study.

#### Learning Contracts:

Agreements made between teachers and students that allows students to work independently on either accelerated or enriched materials related to a unit of study. Contract goals should be realistic and the teacher meets with the student on a regular basis to review progress.

#### Flexible Grouping:

Students are grouped heterogeneously. Within the class, the students may be regrouped according to skill level for instruction. Challenging and appropriate tasks must fit the instructional purpose.

#### Grade Acceleration:

Students are accelerated one or more years, skipping levels in normal sequence of promotion. The academic level and maturity level of the students are important factors to consider. The school administration, guidance counselors, psychologists, AIG Coordinator, parents, and teachers, must be involved before the option can be approved.

#### Middle School Program Services Options:

Wilkes County AIG middle school model of services is an enrichment program that is met through cluster grouping within the regular classroom environment or through an AIG/Honors classroom environment.

#### Cluster Grouping within a Regular Class:

A cluster group (4 to 10) of gifted students is assigned to a regular heterogeneous class in language arts or math. The regular classroom teacher, who is a licensed AIG teacher or who has completed or is working to complete the LEA's 90 hour required professional development, works closely with the AIG Coordinator and instructional specialist to design an appropriate curriculum for this group. Flexible grouping may occur as different abilities are valued and nurtured.

#### AIG/Honors:

A group of AIG students and high achievers are grouped together in a classroom where the curriculum is presented at a faster pace with more rigor. The units are usually accelerated two grade levels above.

#### Credit by Demonstrated Mastery:

Wilkes County Schools can award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time based on mastery. "Mastery" is defined as a student's command of course material at a level that demonstrates a deep understanding of the content standards and application of knowledge. Students shall demonstrate

mastery through a multi-phase assessment, consisting of (1) a standard examination, which shall be the EOC/EOG where applicable, or a final exam developed locally and (2) an artifact which requires the student to apply knowledge and skills relevant to the content standards. LEAs may require additional requirements, such as performance tasks.

#### Compacted Math Curriculum:

A group of AIG students and high achievers will follow the 4:3 math model set forth by NCDPI beginning in 6th grade. The 6th grade students will be responsible for the 6th grade standards and some of 7th, the 7th grade students will be responsible for the 7th grade standards and some of 8th, and the 8th grade students will finish the remaining 8th grade standards and the Common Core Math I Standards for Assessment. These students will receive high school credit after passing the Common Core Math I EOC as an eighth grader.

#### Curriculum Compacting:

Curriculum compacting is modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities. Compacting will occur in the classroom after the teacher has pre-assessed and determined if mastery of objectives have occurred.

#### Differentiated Instructional Units:

Differentiated instructional units are designed to incorporate goals, tasks, and activities that are appropriate to the individual learning abilities and skills of the students involved.

#### Independent Study:

An independent study may be used as a way to either accelerate or enrich learning. Students displaying content mastery or having a special interest may contract with the teacher for an independent study project. The teacher serves as a resource person and meets with the student periodically to assess progress. The student is required to keep a written journal of the process that is made throughout the study.

#### Learning Contracts:

Agreements made between teachers and students that allows students to work independently on either accelerated or enriched materials related to a unit of study. Contract goals should be realistic and the teacher meets with the student on a regular basis to review progress.

#### High School Program Services Options:

Wilkes County AIG high school model of services focuses on students choosing classes that meet the needs for future education.

#### AIG/Honors:

A group of AIG students and high achievers are grouped together in a classroom where the curriculum is presented at a faster pace with more rigor. The units are usually accelerated two grade levels above.

#### College and Career Promise:

The College and Career Promise allows students to be enrolled in two levels of schooling at the same

time. Students are able to begin earning college credit at a community college campus at no cost to them or to their families. The college credit is transferrable to all UNC systems and many of North Carolina's independent colleges and universities. The students can also work toward earning credentials, certificates, or degrees in a technical career.

#### Special Schools:

Students who have specific gifts and talents could qualify to attend content specific public schools. These include Governor's School, NC School of Science and Math, and the NC School of the Arts.

Iris Grant: This grant will allow us to develop a program that is modeled after the NC New Schools Project. Students will be able to take college classes in their high school. College professors will be on campus to teach the college level courses and students will be able to earn up to 21 hours of college credit at no cost to the families.

#### Early High School:

Students are enrolled in a program which enables them to earn a high school diploma and two years of college in four to five years with no cost to the families. All courses are offered as honors classes and taught at a faster pace with more rigor.

#### Credit by Demonstrated Mastery:

Wilkes County Schools can award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time based on mastery. "Mastery" is defined as a student's command of course material at a level that demonstrates a deep understanding of the content standards and application of knowledge. Students shall demonstrate mastery through a multi-phase assessment, consisting of (1) a standard examination, which shall be the EOC/EOG where applicable, or a final exam developed locally and (2) an artifact which requires the student to apply knowledge and skills relevant to the content standards. LEAs may require additional requirements, such as performance tasks.

#### Curriculum Compacting:

Curriculum compacting is modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities. Compacting will occur in the classroom after the teacher has pre-assessed and determined if mastery of objectives have occurred.

#### Independent Study:

An independent study may be used as a way to either accelerate or enrich learning. Students displaying content mastery or having a special interest may contract with the teacher for an independent study project. The teacher serves as a resource person and meets with the student periodically to assess progress. The student is required to keep a written journal of the process that is made throughout the study.

#### Learning Contracts:

Agreements made between teachers and students that allows students to work independently on either accelerated or enriched materials related to a unit of study. Contract goals should be realistic

and the teacher meets with the student on a regular basis to review progress.

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- AIG Plan
- Analysis of service options at the end of each school year
- Differentiated Education Plans on all identified students
- Yearly data analysis
- AIG Wiki

**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:** Wilkes County Schools believes the curriculum set forth by NCDPI provides the foundation for gifted services and through differentiation of process, product, and presentation teachers take gifted learners to a higher understanding of the curriculum. As the research and theory continuously changes, the range of differentiation strategies we employ as a LEA should be reviewed and changed if needed to meet our students' needs.

**Goals:** -Provide professional development opportunities for staff involved in the education of gifted students

-Work closely with regional and state leaders to address various strategies that are used with gifted learners

-Adapt, modify, replace, and enrich regular classroom instructional goals to meet the unique needs of gifted learners

-Work closely with teacher assistants so they can provide enrichment opportunities for students in K-2 who have yet to be identified

**Description:** Wilkes County Schools uses the following curriculum and instruction goals as a foundation of belief for the concept of differentiation. Wilkes County Schools:

-Differentiates curriculum for the gifted learner

-Adapts, modifies, replaces, or enriches regular classroom curricula and instruction to meet the unique needs of gifted learners.

-Provides a flexible instructional pace to allow for the accelerated learning of gifted learners as appropriate.

-Provides educational opportunities for subject and grade acceleration of gifted learners.

-Formulates learning opportunities for gifted learners which consist of a continuum of differentiated curricular options, instructional approaches, and resource materials.

- Integrates gifted education programming into the general education programming.
- Utilizes resources and materials to support the efforts of gifted education programming.
- Provides a continuum of programming services for gifted learners.
- Facilitates differentiated instruction and a differentiated curriculum through flexible grouping.
- Differentiates guidance efforts and career guidance services designed for the unique needs to help gifted students reach their potential.
- Provides comprehensive staff development opportunities for all staff involved in the education of gifted students.
- Employs only academically and/or intellectually gifted licensed personnel or persons willing to attain said license or complete the LEA's requirement for gifted professional development
- Enhances the education of teachers of gifted students through involvement in local, state and national professional development.
- Provides time and support for the preparation and development of the differentiated education plans, materials, and curriculum.
- AIG Coordinator works closely with the teachers and the teacher assistants in K-2 to develop curriculum to foster the growth of students that are advanced
- Provides extra curricular activities to enrich and accelerate content

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- Teacher made lessons for gifted students
- Learning styles inventories
- Student interest surveys
- Sample curriculum units, lessons and activities
- Student work products
- Classroom observational data
- AIG Plan
- AIG Wiki
- Continuous professional development in differentiation

**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:** Wilkes County Schools provide diverse and effective instructional practices to address a range of learning needs because of a belief that all students can learn to their potential through differentiation.

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

**Description:** Diverse and effective instructional practices which address a range of learning needs for gifted students include, but are not limited to:

AIG/Honors Classes

Curriculum Compacting

Differentiated Instructional Units

Independent Studies

Advanced/AP Classes

Learning Contracts

Cluster Grouping

Career and College Promise

Credit by Demonstrated Mastery

Flexible Grouping

Grade/Subject Acceleration

Referrals to Special Schools: Governor's School, NC School of the Arts, NC School of Math and Science

Wilkes County Early College High School

Virtual Public School

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- Professional development in differentiation.
- Compacting
- Internships
- Speakers/Mentors
- Honors Portfolios

**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:** Wilkes County Schools believe that research-based supplemental resources should be provided to teachers for the augmentation of curriculum and instruction especially as the materials related to the 21st Century and global economy. Students must be provided with materials whose proven worth has already been determined by a group of educated professionals.

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

**Description:** A variety of research-based supplemental resources that augment curriculum and instruction are utilized at various grade levels in Wilkes County Schools. The resources include, but are not limited to:

- Reading Counts
- Wordly Wise
- Greek and Latin Roots
- Connected Math
- Math Investigations
- Integrated Math
- ClassScape

- Turning Points
- Kagan Strategies
- Thinking Maps
- SmartBoard Technology
- PB Works/Wikis
- PLC's
- Data Teams
- Edmodo
- Google Forms/Docs
- Moby Math
- Guided Reading
- Super 3 and Big 6 Research Model
- Reading 3D
- Laptops for students in 6-12
- Computers on Wheels (COW) for K-5 in each elementary school
- Common Core Math I as 8th grade curriculum
- Compacted Math Curriculum 6-8

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- List of materials by grade level
- Intentional programming K-2, 3-5, 6-8, and 9-12
- Newsletters
- AIG Wiki
- Data team meetings

**Other Comments:**

### **Practice D**

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

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

**Rationale:** Wilkes County believes that by fostering the development of 21st century content and skills, we can provide our gifted learners with a future that focuses on leadership skills and global awareness. By providing these skills, students will be prepared for the future that not only helps them to reach their potential but also helps others.

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

**Description:** A variety of research-based supplemental resources that augment curriculum and instruction are utilized at various grade levels in Wilkes County Schools. The resources include, but are not limited to:

- Reading Counts
- Wordly Wise
- Greek and Latin Roots
- Connected Math
- Integrated Math
- ClassScape
- Glogster
- Turning Points
- Kagan Strategies
- Thinking Maps
- SMART Board Technology
- PB Wikis

- Gaggle
- PLCs
- Fountas and Pinnell Phonics Lessons
- Discover Intensive Phonics
- Foundations
- Grammar With a Giggle
- Guided Reading
- Super 3 and Big 6 Research Model
- Student Data Notebooks
- Math Investigations
- QAR
- Netbooks 6th-12th grade
- Common Core Math 1 8th Grade

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- Examples of selected curriculum products.
- List of materials by grade level
- Intentional programming K-3, 4-5, 6-8, 9-12
- Newsletters
- Board of Education presentations
- Website
- Professional Learning Communities
- Under represented populations differentiation
- Data teams

**Other Comments:**

### **Practice E**

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

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

**Rationale:** Wilkes County Schools will continue to use on-going assessments to differentiate classroom curriculum and instruction because of the belief that all students can learn at their maximum potential in collaboration with the interpretation of data and best practices of teaching. Teachers of gifted students in Wilkes County Schools continually monitor student achievement through various means of assessment.

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

**Description:** On-going assessment methods to differentiate classroom curriculum and instruction include, but are not limited to:

- ClassScape
- Reading 3D
- Formative assessments
- Turning Points
- Local Benchmark Assessments (Reading, Math, and 5th and 8th Grade Science)
- Scholastic Reading Inventory/Lexile Inventory
- County Writing Assessments
- Case 21 Assessments
- Common Exams (MSL's)

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- Pre-assessment data
- Formative assessment data
- Summative assessment data
- Minutes from data team meetings
- Flexible groupings
- Documented student readiness and/or diagnostic results and trends

-Common Exam (MSL) data

**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:** Wilkes County Schools believes education must be focused on the needs of the whole child. Because of this, we create affective curricular instructional practices which support the social and emotional needs of gifted learners at the elementary, middle, and high school levels.

**Goals:** -Creation of lessons based on the social and emotional needs of gifted learners

-Collaboration with classroom teachers, administration, AIG Coordinator, and guidance counselors

-Collaboration with parents of gifted students

-Creation of information for all stakeholders about the social and emotional needs of gifted learners

-Training on identifying and addressing social and emotional needs/issues experienced by gifted children

**Description:** -Gifted learners must be provided with differentiated guidance efforts to meet their unique socio-emotional development

-Gifted learners must be provided with career guidance services especially designed for their unique needs

-Gifted at-risk students and twice identified students must be provided with guidance and counseling to help them reach their potential

-Gifted learners must be provided with affective curriculum in addition to differentiated guidance and counseling services

-Underachieving gifted learners must be served rather than omitted from differentiated services

-Parent sessions will be provided for parents to understand the unique needs/issues of their gifted children

-Parent and student surveys to discuss needs/issues

Practices to support the social and emotional growth and needs of AIG students in Wilkes County include, but are not limited to:

- Cluster grouping
- Flexible grouping
- Various curriculum focused organizations (Math Club, Science Club, Battle of the Books, Quiz Bowl, Science Olympiad)
- Robotics
- Beta Club
- Interventions/Enrichment Time (built into the schools' schedules)
- Tutoring
- Partnerships with community groups such as Communities in Schools and Dreams and KiteStrings
- Poetry Outloud
- Science Fair
- SENG Parent Sessions (Supporting Emotional Needs of the Gifted)
- Continuous staff development for teachers, administrators, and guidance counselors

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- Curriculum Units
- AIG Wiki
- SENG Parent Groups
- Presentations from professional developments
- Minutes from faculty and grade level meetings
- Parent/Student Surveys

**Other Comments:**

**Practice G**

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

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

**Rationale:** Wilkes County Schools believes that giftedness is evident at all age levels. Wilkes County Schools AIG program identified students from the end of their 2nd grade year until 12th grade. Students who exhibit advanced traits of giftedness in lower grades will be evaluated by a school psychologist to determine placement. Students in grades Pre-K-3rd grade who are seen by their teachers as potential candidates for the gifted program will be nurtured through differentiated curriculum and instruction to prepare for possible entry into the program.

**Goals:** -Create a "fostering" program to help high achievers in Pre-K through 3rd grade to develop their skills in preparation for the AIG program

-Intensive training for Pre-K through 3rd grade teachers and assistants on identifying and fostering potential gifted students

-Creation of differentiated units for primary grades

-Collaboration with primary teachers and AIG Coordinator to determine the best strategies to use with their students

**Description:** -Professional development opportunities will be given to all teachers, teacher assistants, and tutors in grades PreK-3rd grade regarding gifted education and enrichment activities that are age appropriate. Information provided will be used to provide enrichment opportunities for the students who achieve mastery in an objective(s) in preparation for potential entry to the AIG program.

-Curriculum units and lessons will be posted on the AIG wiki that are content and age appropriate for students who need challenge and enrichment in the primary grades

-AIG Coordinator will attend data team meetings at all elementary schools to discuss students with outstanding potential and discuss strategies to meet their needs

-AIG Coordinator will work closely with the High School Director and CTE director to create internships for high school students who could tutor the students who are showing outstanding potential

-AIG Coordinator will work closely with Instructional Specialist in elementary schools to provide resources and develop lessons targeted at students in PreK-3rd grades

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

-Curriculum units

-Minutes from data team meetings

-Minutes from meetings with instructional specialists

-Professional development agendas and presentations

-Data from assessments in K-3

-AIG Wiki

**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:** Wilkes County Schools believes that a child's true potential should be identified and nurtured by all applicable school personnel. It takes teamwork and collaboration with many contributors for students to reach their full potential.

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

**Description:** Wilkes County Schools 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 by:

- Using identification instruments which determine eligibility for gifted education services which measure diverse abilities, talents, strengths, and needs in order to provide students an opportunity to demonstrate any strength.
- Developing a student assessment profile of individual strengths and needs in collaboration with other applicable school personnel.
- Instituting learning opportunities which consist of a continuum of differentiated curricular options, instructional approaches which take into consideration any learning deficits, and use of appropriate resource materials.
- Providing instructional delivery models which include cluster grouping, differentiated instructional units, independent studies, learning contracts and seminars.
- Collaboration between the regular classroom teacher and AIG Coordinator to design an appropriate differentiated curriculum for any identified AIG students in the regular classroom setting
- Continuous professional development offered by the AIG Coordinator to all school personnel
- Meetings at schools between the AIG Coordinator and all school personnel who are responsible for the education of gifted learners to discuss best practices, issues, current trends, data, etc.

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- Interviews with related personnel

- Teacher surveys
- Variety of instructional delivery models
- Minutes from teacher meetings
- Presentations from professional development

**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:** Wilkes County Schools has developed and documents a plan which articulates the differentiated curriculum and instruction services which match the identified needs of AIG students. The student services plan is reviewed annually to ensure the student is successful and prospering in the AIG program.

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

**Description:** The following curriculum and instructional goals match the identified needs of the AIG student:

- Differentiate curriculum for the gifted learner in all grades
- Adapt, modify, replace, or enrich regular classroom curricula and instruction to meet the unique needs of gifted learners
- Provide a flexible instructional pace to allow for the accelerated learning of gifted learners as appropriate
- Integrate gifted education programming into the general education programming
- Utilize resources and materials to support the efforts of the gifted education programming
- Provide a continuum of programming services for gifted learners
- Differentiate guidance efforts and career guidance services designed for the unique needs to help gifted students reach their potential
- Provide comprehensive staff development opportunities for all staff involved in the education of gifted

students

-Employ only academically and/or intellectually gifted licensed personnel or persons willing to attain license or employees who have completed or are willing to complete the required 90 hours professional development courses in gifted provided by the LEA

-Enhance the education of teachers of gifted students through involvement in local, state, and national professional development

-Provide time and support for the preparation and development of the differentiated education plans, materials and curriculum

-Provide opportunities for the teachers to meet with students and parents to develop the differentiated education plan and to review and make changes on a regular basis

-Provide opportunities for teachers to attend annual state conferences in gifted education

-Provide opportunities for teacher to meet with the AIG Coordinator throughout the year to plan lessons and discuss issues regarding his/her students

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

-Differentiated Education Plans

-Presentations for faculty or at state conferences

-Minutes from meetings with teachers and parents

-Parent Nights

-Open Houses

-Honors Showcase

-Various communication to stakeholders

**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:** Wilkes County Schools employees an AIG licensed administrator as the AIG Coordinator/Specialist. He/She attends regional, state, and national conferences to stay abreast of the latest research based trends and issues of gifted education. Wilkes County Schools believes the person best qualified to lead the AIG program is someone familiar with the trends and issues of gifted education. The AIG program will also be under the supervision of the the Executive Director of K-8 Curriculum for Wilkes County Schools.

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

**Description:** Wilkes County Schools AIG Director Qualifications:

- Master's Degree in an area of education
- Licensed or working toward AIG Certification
- Experience in working with AIG students and teachers
- Willing to attend/present at local, state, and national conferences
- Stays abreast to the latest research surrounding AIG education
- Collaboration with surrounding counties concerning practices in gifted education
- Models differentiation lessons in AIG classrooms
- Plans, prepares, and oversees appropriate reading lists and differentiation practices for all AIG content areas
- Presents AIG information regarding new practices and how to identify gifted students during faculty meetings
- Provides professional development opportunities to teachers K-12
- Participates in data team and PLC meetings in the schools (K-12)

- Works closely with the High School Director and high school specialists in regards to honors portfolios, graduation projects, and honors and AP classes
- Regularly attends meetings of instructional services team, middle school principals council, high school principals council, monthly principals meetings and any other deemed necessary
- Initiates and oversees AIG curricular and instructional programs designed to improve instruction and student achievement in elementary, middle and high schools.
- Works towards developing an improved understanding of AIG adolescents' educational needs on the part of teachers, administrators, and parents.
- Stays abreast of current educational developments as pertains to gifted education and the literature; participates in the affairs of state and national professional societies.
- Assists in developing strategic plans for improving AIG student achievement.
- Assists principals with school-based staff development plans as needed for gifted education.
- Maintains open communication with all levels of school system hierarchy; serves as liaison between schools and the various departments within the Central Office; maintains regular contact with other directors to exchange ideas, share information and develop plans.

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- AIG Coordinator/Specialist's job description/qualifications
- Personnel list of AIG licensed teachers
- AIG licensed administrators
- Plan of professional development opportunities
- AIG Coordinator/Specialist's Professional Development Plan
- Documented observations/evaluations of the AIG Coordinator/Specialist
- Evaluations from professional development sessions

**Other Comments:**

**Practice B**

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

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

**Rationale:** Wilkes County Schools ensure that the AIG Coordinator/Specialist is engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners. Current research and basic practices of gifted education address the characteristics and in order for our students to reach their full potential in these tasks must be implemented.

**Goals:** -To increase the growth of AIG students in our LEA

- To create a parent group that focuses on the social and emotional needs of gifted learners
- To continue developing differentiated lessons to include on the AIG wiki

**Description:**

- Creation of differentiated curriculum for the gifted learner that spans grades K—12
- Adaption, modification, or replacement of curricula to meet the unique needs of gifted learners
- Model and implement instructional for teachers that is flexible to allow for the accelerated learning of gifted learners as appropriate
- Supply resources and training to AIG teachers that address all needs of gifted learners
- Work with teachers, counselors and administrators on understanding the social and emotional needs of gifted learners and how to address these issues
- Help gifted learners with career guidance services especially designed for their unique needs
- Work with underachieving gifted learners to differentiate their services so their potential can be reached
- Create a parent group (SENG) to address the social and emotional issues of gifted children

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- SENG group evaluations
- Observations of model lessons
- Presentations to counselors and administrators
- Surveys with related personnel and stakeholders
- Documentation of units, professional development, assessments
- AIG wiki

**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 Maintained Practice for 2013-2016.**

**Rationale:** Wilkes County Schools 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. Research has proven that all aspects of a child's development must be addressed for each child to achieve to his/her full potential.

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

**Description:** Guiding principles which establish 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:

- A comprehensive staff development program must be provided for all school staff involved in the education of gifted learners
- Only qualified personnel should be involved in the education of gifted learners
- School personnel require support for their specific efforts related to the education of gifted learners
- The educational staff must be provided with time and other support for the preparation and development of the differentiated education plans, materials, and curriculum
- All services are provided by AIG-licensed staff or by those teachers who have completed the required 90 hours of professional development required by the LEA
- Optional professional development opportunities are provided for all teachers PreK-12th grade during the summer
- Required professional development sessions are provided three times a year for teachers in K-12th grade
- Various supplemental materials/resources are provided to each grade level to include in their professional library as well as a professional AIG library that is kept at the Central Office and the materials are available for checkout

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- Professional development guidelines for various personnel
- Professional opportunities available to various audiences
- Documented professional development participation
- Brochure of optional professional development summer opportunities
- Inventory of professional library resources
- Presentations from professional development sessions

**Other Comments:**

**Practice D**

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

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

**Rationale:** Wilkes County Schools believe teachers who are licensed to teach AIG students have a solid foundation of theory, best practice, and differentiation strategies and are the most competent to teach gifted students. For this reason, Wilkes County Schools requires teachers who teach gifted children in grades K-8 (highly encouraged in 9-12) be fully licensed or have 90 hours of professional development in gifted education that is provided by the LEA.

**Goals:** Goal 1

Encourage regular classroom teachers to attend the following three courses offered by Wilkes County Schools:

- Introduction to Gifted Education/Social Emotional Needs (30 contact hours)
- Curriculum Differentiation (30 contact hours)
- Creative & Critical Thinking (30 contact hours)

Wilkes County Schools also recommends that teachers obtain their AIG licensure through programs at the local universities such as UNC-C, UNC-Pembroke, or Western Carolina

**Description:** - A 90 hour gifted education course will be offered for fall 2013 and will be completed in the spring of 2014

- Follow up with classroom use of the strategies acquired will be conducted by school administration

and AIG Coordinator through observations, walk-throughs, lesson plans, etc

-Depending on funding and interest, new cohorts can begin annually

-AIG Coordinator will provide professional development sessions for all teachers in grades K-12 as refresher courses or to introduce new research

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

-Clear roles and responsibilities for AIG personnel

-District list of licensed AIG personnel

-Documentated professional development

-AIG class assignments

-Differentiated Education Plans

-Professional development presentations

-Observations

**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:** Wilkes County Schools aligns professional development with local AIG program goals and district initiatives to ensure that teachers are prepared to provide the best opportunities for our gifted learners. By the use of surveys, we are able to plan and present professional development opportunities that teachers feel they need to help gifted learners meet their full potential.

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

**Description:** -Wilkes County Schools requires the following staff development opportunities and expectations for all certified staff:

Data teams

PLC's

Kagan Strategies

- AIG teachers (K-12) must attend county-wide AIG meetings three times a year with one being a sharing "best practices" session
- AIG teachers also present strategies that are learned in professional development sessions and conferences with their staff during faculty meetings, PLC's and data teams
- All teachers are provided with optional summer professional development courses that focus on differentiation and enriching high achieving students

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- District professional development plan
- Personnel surveys reflecting a needs assessment for professional development for gifted learners
- County-wide presentations
- Workshop rosters
- Observations in data team and PLC meetings by school administrators and AIG Coordinator

**Other Comments:**

**Practice F**

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

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

**Rationale:** Wilkes County Schools AIG Program aligns professional development opportunities with state and/or national teaching standards, including 21st century skills and content at advanced levels. Although Wilkes County Schools' AIG Program is aligned in this manner, the local program must take an intensive look at the incorporation of 21st century skills so the students in our LEA can compete in a global economy.

**Goals:** Goals of focus for 2013-2016 are:

- Continued development of SmartBoard activities
- Development of assessments, both formative and summative, directed at the AIG learner
- Professional development opportunities for teachers of AP classees
- Advanced technology training-virtual reality, podcast, voice embedded technology, Skype, etc

- Use of various types of technology such as Edmodo, wiki's, Glogster, and blogs to increase critical thinking skills
- Use of local businesses to promote internships
- Have more teachers join NCAGT and present and attend state conference
- Allow teachers to determine what professional development is needed in the area of gifted learners and allow teachers to use their expertise to present at some of the professional development sessions!

**Description:** - Incorporation of 21st Century Skills through continuous Smart Board training, netbooks and laptops

- Collaboration with Instructional Service Facilitators to integrate technology into differentiated lessons
- Use AIG classrooms as pilots for Skype and EPals lessons
- Use teacher surveys to determine professional development that is needed
- Select one-two teachers per year as AIG Teacher(s) of the year and pay their membership to NCAGT and send to the state conference
- Partner with CTE, High Schools, and Communities in Schools to promote internships for AIG students

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- Documented alignment with and use of National Gifted Standards
- Documented alignment with North Carolina Teaching Standards
- Documented alignment of 21st Century Goals
- Advanced technology professional development
- Presentations from professional development sessions
- Attendance at NCAGT
- Mentorships presented through graduation project

**Other Comments:**

**Practice G**

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

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

**Rationale:** Wilkes County believes it is essential for all stakeholders to have input into the education of its students. In order to do this, they need time to meet with other teachers, plan, implement, and refine the strategies they are using.

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

**Description:** Wilkes County AIG teachers (K-12) meet regularly for staff development opportunities. The meetings are also for sharing and problem solving situations which are common to the group. Elementary middle and high school teachers will meet three times a year at the Central Office and on a weekly basis at their schools to plan and discuss successful strategies in serving their gifted students. The teachers will also participate in vertical alignment meetings on a monthly basis with emphasis on grades five and eight to help with the transitions to middle and high school.

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- District AIG Plan incorporated into School Improvement Plans
- Examples of resources produced during collaboration
- Documented meeting notes and agendas
- Professional Learning Communities
- Blogs/wikis
- Specialist monthly meetings
- Differentiated instructional units
- Teacher surveys
- Independent study
- Learning contracts
- Seminars

**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:** Wilkes County Schools believes that programs that address the academic, intellectual, social, and emotional needs of gifted learners are essential in successfully serving the gifted learner.

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

**Description:** Students identified as AIG may participate in several program services options. A different variety of service options are offered at different grade levels.

Elementary Program Services Options:

Wilkes County Schools AIG elementary model of services is an enrichment program that is met through cluster grouping within the regular classroom environment. Pull-out services specifically for reading and math will be offered during a set enrichment time by a classroom teacher or a qualified tutor or teacher assistant. The pull-out services will be an extra service to the gifted learner with the cluster grouping in the regular classroom serving as the primary model.

Cluster Grouping within a Regular Class:

A cluster group (4 to 10) of gifted students is assigned to a regular heterogeneous class. The regular classroom teacher, who is a licensed AIG teacher or who has completed or is working to complete the LEA's 90 hour required professional development, works closely with the AIG Coordinator and instructional specialist to design an appropriate curriculum for this group. Flexible grouping may occur as different abilities are valued and nurtured.

Curriculum Compacting:

Curriculum compacting is modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities. Compacting will occur in the classroom after the teacher has pre-assessed and determined if mastery of objectives have occurred.

Differentiated Instructional Units:

Differentiated instructional units are designed to incorporate goals, tasks, and activities that are appropriate to the individual learning abilities and skills of the students involved.

#### Enrichment Centers:

Enrichment centers are designed for exploration and development of new interests and talents. They may be located in the regular classroom or media center.

#### Independent Study:

An independent study may be used as a way to either accelerate or enrich learning. Students displaying content mastery or having a special interest may contract with the teacher for an independent study project. The teacher serves as a resource person and meets with the student periodically to assess progress. The student is required to keep a written journal of the process that is made throughout the study.

#### Learning Contracts:

Agreements made between teachers and students that allows students to work independently on either accelerated or enriched materials related to a unit of study. Contract goals should be realistic and the teacher meets with the student on a regular basis to review progress.

#### Flexible Grouping:

Students are grouped heterogeneously. Within the class, the students may be regrouped according to skill level for instruction. Challenging and appropriate tasks must fit the instructional purpose.

#### Grade Acceleration:

Students are accelerated one or more years, skipping levels in normal sequence of promotion. The academic level and maturity level of the students are important factors to consider. The school administration, guidance counselors, psychologists, AIG Coordinator, parents, and teachers, must be involved before the option can be approved.

#### Middle School Program Services Options:

Wilkes County AIG middle school model of services is an enrichment program that is met through cluster grouping within the regular classroom environment or through an AIG/Honors classroom environment.

#### Cluster Grouping within a Regular Class:

A cluster group (4 to 10) of gifted students is assigned to a regular heterogeneous class in language arts or math. The regular classroom teacher, who is a licensed AIG teacher or who has completed or is working to complete the LEA's 90 hour required professional development, works closely with the AIG Coordinator and instructional specialist to design an appropriate curriculum for this group. Flexible grouping may occur as different abilities are valued and nurtured.

#### AIG/Honors:

A group of AIG students and high achievers are grouped together in a classroom where the curriculum is presented at a faster pace with more rigor. The units are usually accelerated two grade levels above.

#### Credit by Demonstrated Mastery:

Wilkes County Schools can award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time based on mastery. "Mastery" is defined as a student's command of course material at a level that demonstrates a deep understanding of the content standards and application of knowledge. Students shall demonstrate mastery through a multi-phase assessment, consisting of (1) a standard examination, which shall be the EOC/EOG where applicable, or a final exam developed locally and (2) an artifact which requires the student to apply knowledge and skills relevant to the content standards. LEAs may require additional requirements, such as performance tasks.

#### Compacted Math Curriculum:

A group of AIG students and high achievers will follow the 4:3 math model set forth by NCDPI beginning in 6th grade. The 6th grade students will be responsible for the 6th grade standards and some of 7th, the 7th grade students will be responsible for the 7th grade standards and some of 8th, and the 8th grade students will finish the remaining 8th grade standards and the Common Core Math I Standards for Assessment. These students will receive high school credit after passing the Common Core Math I EOC as an eighth grader.

#### Curriculum Compacting:

Curriculum compacting is modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities. Compacting will occur in the classroom after the teacher has pre-assessed and determined if mastery of objectives have occurred.

#### Differentiated Instructional Units:

Differentiated instructional units are designed to incorporate goals, tasks, and activities that are appropriate to the individual learning abilities and skills of the students involved.

#### Independent Study:

An independent study may be used as a way to either accelerate or enrich learning. Students displaying content mastery or having a special interest may contract with the teacher for an independent study project. The teacher serves as a resource person and meets with the student periodically to assess progress. The student is required to keep a written journal of the process that is made throughout the study.

#### Learning Contracts:

Agreements made between teachers and students that allows students to work independently on either accelerated or enriched materials related to a unit of study. Contract goals should be realistic and the teacher meets with the student on a regular basis to review progress.

#### High School Program Services Options:

Wilkes County AIG high school model of services focuses on students choosing classes that meet the needs for future education.

#### AIG/Honors:

A group of AIG students and high achievers are grouped together in a classroom where the

curriculum is presented at a faster pace with more rigor. The units are usually accelerated two grade levels above.

#### College and Career Promise:

The College and Career Promise allows students to be enrolled in two levels of schooling at the same time. Students are able to begin earning college credit at a community college campus at no cost to them or to their families. The college credit is transferrable to all UNC systems and many of North Carolina's independent colleges and universities. The students can also work toward earning credentials, certificates, or degrees in a technical career.

#### Special Schools:

Students who have specific gifts and talents could qualify to attend content specific public schools. These include Governor's School, NC School of Science and Math, and the NC School of the Arts.

Iris Grant: This grant will allow us to develop a program that is modeled after the NC New Schools Project. Students will be able to take college classes in their high school. College professors will be on campus to teach the college level courses and students will be able to earn up to 21 hours of college credit at no cost to the families.

#### Early High School:

Students are enrolled in a program which enables them to earn a high school diplomas and two years of college in four to five years with no cost to the families. All courses are offered as honors classes and taught at a faster pace with more rigor.

#### Credit by Demonstrated Mastery:

Wilkes County Schools can award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time based on mastery. "Mastery" is defined as a student's command of course material at a level that demonstrates a deep understanding of the content standards and application of knowledge. Students shall demonstrate mastery through a multi-phase assessment, consisting of (1) a standard examination, which shall be the EOC/EOG where applicable, or a final exam developed locally and (2) an artifact which requires the student to apply knowledge and skills relevant to the content standards. LEAs may require additional requirements, such as performance tasks.

#### Curriculum Compacting:

Curriculum compacting is modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities. Compacting will occur in the classroom after the teacher has pre-assessed and determined if mastery of objectives have occurred.

#### Independent Study:

An independent study may be used as a way to either accelerate or enrich learning. Students displaying content mastery or having a special interest may contract with the teacher for an independent study project. The teacher serves as a resource person and meets with the student periodically to assess progress. The student is required to keep a written journal of the process that

is made throughout the study.

**Learning Contracts:**

Agreements made between teachers and students that allows students to work independently on either accelerated or enriched materials related to a unit of study. Contract goals should be realistic and the teacher meets with the student on a regular basis to review progress.

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- An array of service options
- DEP/IDEPs
- Student surveys
- AIG Wikis
- Observations
- Minutes from data team and PLC meetings

**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:** Wilkes County Schools believes that a successful AIG program is dependent of having attainable goals and the available resources that allows the program to serve gifted learners so they can reach their full potential.

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

**Description:** Wilkes County Schools AIG Program Goals target groups are all identified students within the county.

-Differentiate curriculum for the gifted learner which spans grades K-12 and this curriculum is shared during grade level meetings, county-wide meetings, and on an AIG Wiki

-Provide a flexible instructional pace to allow for the accelerated learning of gifted learners as appropriate with a math compacted curriculum for middle school that allows the students to finish all math objectives and Common Core Math I by the end of their 8th grade year

- Provide educational opportunities for subject and grade acceleration of gifted learners
- Integrate gifted education programming into the general education programming
- Utilize resources and materials to support the efforts of gifted education programming by continuously providing resources for schools to add to their professional library as well as a professional library that is housed at the Central Office for educators to use
- Provide a continuum of programming services for gifted learners
- Facilitate differentiated instruction and a differentiated curriculum through flexible grouping
- Differentiate guidance efforts and career guidance services designed for the unique needs to help gifted students reach their potential
- Provide comprehensive staff development opportunities and refresher courses for all staff involved in the education of gifted students
- Employ only academically and/or intellectually gifted licensed personnel, persons willing to attain said license, or persons who have or are willing to complete the 90 hour course that is provided by the LEA
- Enhance the education of teachers of gifted students through involvement in local, state and national professional development
- Provide time and support for the preparation and development of the differentiated education plans, materials, and curriculum through grade level meetings, PLC's, county-wide meetings, and vertical alignment meetings

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- Subject-specific competitions
- Leveled classes
- State 034 funds matched to AIG services
- Minutes from meetings
- Presentations from professional development sessions
- Career internships
- Graduation projects

**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:** Wilkes County Schools believes that programs and services for gifted learners have to be a part of the total instructional program in the LEA in all classrooms and across all disciplines. A variety of service options must be offered to address all types of gifted learners in order for them to reach their true potential.

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

**Description:** Students identified as AIG may participate in several program services options. A different variety of service options are offered at different grade levels.

#### Elementary Program Services Options:

Wilkes County Schools AIG elementary model of services is an enrichment program that is met through cluster grouping within the regular classroom environment. Pull-out services specifically for reading and math will be offered during a set enrichment time by a classroom teacher or a qualified tutor or teacher assistant. The pull-out services will be an extra service to the gifted learner with the cluster grouping in the regular classroom serving as the primary model.

#### Cluster Grouping within a Regular Class:

A cluster group (4 to 10) of gifted students is assigned to a regular heterogeneous class. The regular classroom teacher, who is a licensed AIG teacher or who has completed or is working to complete the LEA's 90 hour required professional development, works closely with the AIG Coordinator and instructional specialist to design an appropriate curriculum for this group. Flexible grouping may occur as different abilities are valued and nurtured.

#### Curriculum Compacting:

Curriculum compacting is modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities. Compacting will occur in the classroom after the teacher has pre-assessed and determined if mastery of objectives have occurred.

#### Differentiated Instructional Units:

Differentiated instructional units are designed to incorporate goals, tasks, and activities that are appropriate to the individual learning abilities and skills of the students involved.

#### Enrichment Centers:

Enrichment centers are designed for exploration and development of new interests and talents. They may be located in the regular classroom or media center.

#### Independent Study:

An independent study may be used as a way to either accelerate or enrich learning. Students displaying content mastery or having a special interest may contract with the teacher for an independent study project. The teacher serves as a resource person and meets with the student periodically to assess progress. The student is required to keep a written journal of the process that is made throughout the study.

#### Learning Contracts:

Agreements made between teachers and students that allows students to work independently on either accelerated or enriched materials related to a unit of study. Contract goals should be realistic and the teacher meets with the student on a regular basis to review progress.

#### Flexible Grouping:

Students are grouped heterogeneously. Within the class, the students may be regrouped according to skill level for instruction. Challenging and appropriate tasks must fit the instructional purpose.

#### Grade Acceleration:

Students are accelerated one or more years, skipping levels in normal sequence of promotion. The academic level and maturity level of the students are important factors to consider. The school administration, guidance counselors, psychologists, AIG Coordinator, parents, and teachers, must be involved before the option can be approved.

#### Middle School Program Services Options:

Wilkes County AIG middle school model of services is an enrichment program that is met through cluster grouping within the regular classroom environment or through an AIG/Honors classroom environment.

#### Cluster Grouping within a Regular Class:

A cluster group (4 to 10) of gifted students is assigned to a regular heterogeneous class in language arts or math. The regular classroom teacher, who is a licensed AIG teacher or who has completed or is working to complete the LEA's 90 hour required professional development, works closely with the AIG Coordinator and instructional specialist to design an appropriate curriculum for this group. Flexible grouping may occur as different abilities are valued and nurtured.

#### AIG/Honors:

A group of AIG students and high achievers are grouped together in a classroom where the curriculum is presented at a faster pace with more rigor. The units are usually accelerated two grade levels above.

#### Credit by Demonstrated Mastery:

Wilkes County Schools can award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time based on mastery. "Mastery" is defined as a student's command of course material at a level that demonstrates a deep

understanding of the content standards and application of knowledge. Students shall demonstrate mastery through a multi-phase assessment, consisting of (1) a standard examination, which shall be the EOC/EOG where applicable, or a final exam developed locally and (2) an artifact which requires the student to apply knowledge and skills relevant to the content standards. LEAs may require additional requirements, such as performance tasks.

#### Compacted Math Curriculum:

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#### Curriculum Compacting:

Curriculum compacting is modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities. Compacting will occur in the classroom after the teacher has pre-assessed and determined if mastery of objectives have occurred.

#### Differentiated Instructional Units:

Differentiated instructional units are designed to incorporate goals, tasks, and activities that are appropriate to the individual learning abilities and skills of the students involved.

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#### Learning Contracts:

Agreements made between teachers and students that allows students to work independently on either accelerated or enriched materials related to a unit of study. Contract goals should be realistic and the teacher meets with the student on a regular basis to review progress.

#### High School Program Services Options:

Wilkes County AIG high school model of services focuses on students choosing classes that meet the needs for future education.

#### AIG/Honors:

A group of AIG students and high achievers are grouped together in a classroom where the curriculum is presented at a faster pace with more rigor. The units are usually accelerated two grade levels above.

#### College and Career Promise:

The College and Career Promise allows students to be enrolled in two levels of schooling at the same time. Students are able to begin earning college credit at a community college campus at no cost to them or to their families. The college credit is transferrable to all UNC systems and many of North Carolina's independent colleges and universities. The students can also work toward earning credentials, certificates, or degrees in a technical career.

#### Special Schools:

Students who have specific gifts and talents could qualify to attend content specific public schools. These include Governor's School, NC School of Science and Math, and the NC School of the Arts.

Iris Grant: This grant will allow us to develop a program that is modeled after the NC New Schools Project. Students will be able to take college classes in their high school. College professors will be on campus to teach the college level courses and students will be able to earn up to 21 hours of college credit at no cost to the families.

#### Early High School:

Students are enrolled in a program which enables them to earn a high school diploma and two years of college in four to five years with no cost to the families. All courses are offered as honors classes and taught at a faster pace with more rigor.

#### Credit by Demonstrated Mastery:

Wilkes County Schools can award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time based on mastery. "Mastery" is defined as a student's command of course material at a level that demonstrates a deep understanding of the content standards and application of knowledge. Students shall demonstrate mastery through a multi-phase assessment, consisting of (1) a standard examination, which shall be the EOC/EOG where applicable, or a final exam developed locally and (2) an artifact which requires the student to apply knowledge and skills relevant to the content standards. LEAs may require additional requirements, such as performance tasks.

#### Curriculum Compacting:

Curriculum compacting is modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities. Compacting will occur in the classroom after the teacher has pre-assessed and determined if mastery of objectives have occurred.

#### Independent Study:

An independent study may be used as a way to either accelerate or enrich learning. Students displaying content mastery or having a special interest may contract with the teacher for an independent study project. The teacher serves as a resource person and meets with the student periodically to assess progress. The student is required to keep a written journal of the process that is made throughout the study.

#### Learning Contracts:

Agreements made between teachers and students that allows students to work independently on

either accelerated or enriched materials related to a unit of study. Contract goals should be realistic and the teacher meets with the student on a regular basis to review progress.

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- DEP/IEP
- AIG folder data
- Flexible clustering
- Inclusion
- Enrichment
- Acceleration
- PLC's and data team meetings
- Multi-disciplinary collaborative planning.

**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:** Wilkes County Schools strives to inform all stakeholders of services and regulations as they pertain to gifted education at the county and state levels. The LEA is constantly looking for new ways to share the information with teachers, administrators, school personnel, students and parents so that all shareholders will have equal opportunity to access the information.

**Goals:** AIG Coordinator/Specialist will:

- Review the new AIG plan with school based administration during principal meetings
- Conduct faculty meeting during which they will review the new AIG plan and answer any questions related to gifted education.
- Create a brochure for parents and teachers highlighting the AIG plan

-Continuously update the AIG Wiki with new regulations and delivery options as they are made available

**Description:** - AIG Coordinator/Specialist will provide staff development opportunities continuously through the life of the plan

-AIG plan will be posted in English and Spanish on the AIG Wiki

-Monthly principal meetings will be a time to share any updates on the AIG program with administrators

-AIG Coordinator/Specialist will inform teachers of any updates through email, PLC's, and faculty meetings

-Teacher and parent surveys will be given at the end of each year to determine the effectiveness of communication about the AIG program

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

-Agendas, minutes from principal, faculty, and PLC meetings

-Newsletters

-Parent presentations

-Surveys to related stakeholders and personnel.

-Brochures

-County AIG Wiki

**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:** Wilkes County Schools communicates effectively between teachers and schools to ensure that gifted services are maintained throughout all grade levels. Gifted learner must be ensured a smooth transition while advances their grades to feel comfortable in their education especially during transitions years.

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

**Description:** Wilkes County Schools AIG teachers communicate among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. Examples of this communication includes, but is not limited to, the following:

- Transitional meetings from grades 2-3, 5-6, and 8-9
- Vertical alignment of the gifted curriculum
- Professional learning communities and data team meetings
- End of year communications (notes and updates to the AIG wiki)
- Middle school feeder parent nights
- High school feeder parent nights
- Tours of the next grade span i.e., elementary to middle; middle to high
- Novel lists/approved reading list by grade levels
- Summer reading requirements for 7-12th grade students

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- Transitional meetings
- Consistent AIG services among the district schools
- Documented student/parent communications
- Feeder Nights/parent meetings
- Approved reading list by grade level
- Open Houses
- Notes and wiki updates

**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:** Wilkes County Schools maintains collaboration and involvement among classroom, exceptional children's teachers as well as specialists and parents. In order for the AIG program to be successful, all school personnel have to be involved in the planning and implementation of the program and services offered.

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

**Description:** Gifted Education Programming Criterion Guiding Principles

-Differentiated curriculum for the gifted learner must span grades K—12 with input from teachers in all areas

-Regular classroom curricula and instruction must be adapted, modified, or replaced to meet the unique needs of gifted learners especially those that are twice exceptional or ELL students

-Instructional pace must be flexible to allow for the accelerated learning of gifted learners as appropriate

-Gifted education programming must include positive working relationships with constituency and advocacy groups, as well as compliance agencies

-Rather than any single gifted program, a continuum of programming services must exist for gifted learners

-Policies specific to adapting and adding to the nature and operations of the general education program are necessary for gifted education

-Consistent meetings with all people that are involved in the education of gifted learners

-Collaboration from exceptional children's departments, parents, teachers, and AIG Coordinator during transition meetings

-Monthly meetings with elementary, middle, and high school curriculum specialists to determine changes that need to be implemented in our programming and services

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

-Collaborative planning time

-PLC's and Data Team meetings

-Documentated differentiated curriculum provided by regular teachers and posted on AIG wiki

-Transition documents/middle and high school DEP services

-Documentation of parent/school partnerships

-Minutes from meetings with specialists

**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:** To ensure that gifted learners' social and emotional needs are met, Wilkes County Schools believes that all personnel and parents must collaborate to make the AIG program beneficial.

**Goals:** -Create a parent support group that focuses on the social and emotional need of gifted learners (SENG)

-Meet with counselors and social workers during their monthly meetings to discuss issues of gifted learners and offer suggestions for any problems that may occur

-Present at faculty meetings to discuss the social and emotional needs of AIG students

**Description:**

-Gifted learners must be provided with differentiated guidance efforts to meet their unique socio-emotional development

-Gifted at-risk students must be provided with guidance and counseling to help them reach their potential and these students must be discussed during data team meetings to plan strategies

-Gifted learners must be provided with affective curriculum in addition to differentiated guidance and counseling services

-The educational staff must be provided with time and other support for the preparation and development of the differentiated education plans, materials, and curriculum as they relate to the social and emotional welfare of gifted students as in PLC's, data team meetings, vertical alignment meetings, content area meetings, etc

Other opportunities for education as it relates to the social and emotional growth of gifted students include, but are not limited to:

-Professional development to address social/emotional needs

-K-12 Parent nights

-High school counselors-assisted registration process

-Parent conferences with stakeholders

-504 Plans/IEPs as needed

-SENG groups

-Extracurricular activities such as Wise Guys and Smart Girls in collaboration with Communities in Schools

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

-Related professional development opportunities

-Intentional student instruction

-Surveys with guidance counselors, students, teachers, parents

-Parent Nights

-504/IEP concerns

-Minutes from meetings

-SENG group enrollment and evaluations

**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:** Wilkes County Schools believes that gifted learners must be provided with a variety of delivery options to reach their true potential. The options must be rigorous and accelerated to challenge the gifted learners.

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

**Description:** Accelerative instructional and placement options include, but, are not limited to:

Cluster Grouping within a Regular Class

A cluster group (4 to 10) of gifted students is assigned to a regular heterogeneous class. The regular classroom teacher works closely with a gifted specialist to design an appropriate differentiated curriculum for this group. The classroom setting is organized to meet the needs of individual students. Flexible grouping may occur as different abilities are valued and nurtured.

#### AIG/Honors:

A group of AIG students and high achievers are grouped together in a classroom where the curriculum is presented at a faster pace with more rigor. The units are usually accelerated two grade levels above.

#### College and Career Promise:

The College and Career Promise allows students to be enrolled in two levels of schooling at the same time. Students are able to begin earning college credit at a community college campus at no cost to them or to their families. The college credit is transferrable to all UNC systems and many of North Carolina's independent colleges and universities. The students can also work toward earning credentials, certificates, or degrees in a technical career.

#### Credit by Demonstrated Mastery:

Wilkes County Schools can award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time based on mastery. "Mastery" is defined as a student's command of course material at a level that demonstrates a deep understanding of the content standards and application of knowledge. Students shall demonstrate mastery through a multi-phase assessment, consisting of (1) a standard examination, which shall be the EOC/EOG where applicable, or a final exam developed locally and (2) an artifact which requires the student to apply knowledge and skills relevant to the content standards. LEAs may require additional requirements, such as performance tasks.

#### Special Schools:

Students who have specific gifts and talents could qualify to attend content specific public schools. These include Governor's School, NC School of Science and Math, and the NC School of the Arts.

**Iris Grant:** This grant will allow us to develop a program that is modeled after the NC New Schools Project. Students will be able to take college classes in their high school. College professors will be on campus to teach the college level courses and students will be able to earn up to 21 hours of college credit at no cost to the families.

#### Early High School:

Students are enrolled in a program which enables them to earn a high school diplomas and two years of college in four to five years with no cost to the families. All courses are offered as honors classes and taught at a faster pace with more rigor.

#### Curriculum Compacting:

Curriculum compacting is modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities. Compacting will occur in the classroom after the teacher has pre-assessed and determined if mastery of objectives have occurred.

#### Differentiated Instructional Units:

Differentiated instructional units are designed to incorporate goals, tasks, and activities that are appropriate to the individual learning abilities and skills of the students involved.

#### Enrichment Centers:

Enrichment centers are designed for exploration and development of new interests and talents. They may be located in the regular classroom or media center.

**Independent Study:**

An independent study may be used as a way to either accelerate or enrich learning. Students displaying content mastery or having a special interest may contract with the teacher for an independent study project. The teacher serves as a resource person and meets with the student periodically to assess progress. The student is required to keep a written journal of the process that is made throughout the study.

**Learning Contracts:**

Agreements made between teachers and students that allows students to work independently on either accelerated or enriched materials related to a unit of study. Contract goals should be realistic and the teacher meets with the student on a regular basis to review progress.

**Flexible Grouping:**

Students are grouped heterogeneously. Within the class, the students may be regrouped according to skill level for instruction. Challenging and appropriate tasks must fit the instructional purpose.

**Grade Acceleration:**

Students are accelerated one or more years, skipping levels in normal sequence of promotion. The academic level and maturity level of the students are important factors to consider. The school administration, guidance counselors, psychologists, AIG Coordinator, parents, and teachers, must be involved before the option can be approved.

**Compacted Math Curriculum:**

A group of AIG students and high achievers will follow the 4:3 math model set forth by NCDPI beginning in 6th grade. The 6th grade students will be responsible for the 6th grade standards and some of 7th, the 7th grade students will be responsible for the 7th grade standards and some of 8th, and the 8th grade students will finish the remaining 8th grade standards and the Common Core Math I Standards for Assessment. These students will receive high school credit after passing the Common Core Math I EOC as an eighth grader.

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- Array of service delivery options
- Subject acceleration documentation
- Grade acceleration documentation
- Minutes and agendas from related meetings

- Portfolios
- Honors Portfolios
- Graduation Projects
- Data from Credit by Demonstrated Mastery
- Lessons posted on AIG wiki

**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:** Wilkes County Schools believes gifted learners are representative of culturally/ethnically diverse, economically disadvantaged, and English language learners and that all stakeholders must work together to identify and provide services for these students.

**Goals:** Goals to enhance services for traditionally under-represented AIG populations are:

- Discussions and collaboration between the English as Second Language Director, Lead ESL and AIG Coordinator as to how second language gifted learners can be identified
- Purchase, develop or acquire rating scales specific to students of different cultures
- Purchase more non-verbal assessment instruments
- Work with the EC director and EC teachers to gather resources and strategies that will help with gifted learners who are twice exceptional

**Description:** -Every effort will be made to continuously improve the identification of under represented populations

- AIG Coordinator will attend ESL and EC staff meetings to discuss the traits of gifted learners
- AIG Coordinator will speak at faculty meetings about the AIG referral process, traits of gifted learners and the underrepresented population
- Focus on fostering the underrepresented population in grades K-2

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- K-2 Fostering documentation.
- Minutes from meetings
- Student data and trends
- Intentional programming documents and related service options

**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:** Wilkes County Schools encourages and plans extra-curricular programs and events that help enrich AIG students. These programs and events help to build leadership skills and encourage collaboration among gifted learners. Through extra-curricular programs and events, gifted learners develop their interests and work to reach their social and emotional needs.

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

**Description:** AIG education does not exist as an isolated fragment and the natural link AIG education has to all programs must be utilized. AIG students may participate in opportunities available. The list below is not all inclusive.

- Cyberkids
- Camp Invention
- Leadership Conferences
- Summer Ventures
- Local Honors Programs
- Governor's School
- North Carolina School of Performing Arts
- Summer Camps
- Summer Programs at universities (TIP, etc.)
- Upward Bound

-Math Fair

-Math Counts

Co-Curricular/Enrichment Opportunities

-Science Olympiad

-Battle of the Books

-Science Fair

-Spelling Bee

-Geography Bee

-Poetry Outloud

-Model United Nations

-History Bowl

-Regional Math Competition

-All State Band

-District Band

-District Middle School Band

-North Carolina Honors Chorus

-High School Quiz Bowl

-TIP Program

-Community Theater

Students also participate in community activities provided by the Wilkes Art Gallery and Wilkes County Public Library

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

-Student participation in extra-curricular programs, service learning, mentorship programs

-Variety of opportunities shared with students

-Mentorships

-Talent Identification Program

-Surveys of students

**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:** Wilkes County Schools believes that partnerships with parents/families and the communities enhances the AIG program and allows for more opportunities to advance the gifted learners in all areas.

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

**Description:** Communication with parents/families and the community are articulated through different avenues.

These avenues include, but are not limited to:

- Differentiated Education Plans
- AIG newsletter
- Partnership with Dreams and Kitestrings to promote internships and volunteer work
- SENG Parent Groups (Social and Emotional Needs of Gifted)
- College Fair in partnership with Wilkes Community College
- Annual Review of each student
- Report Cards
- Periodic folder review
- Individual or group conferences
- Progress reports/midterms
- Recognitions at Board of Education Meetings
- Newspaper articles
- AIG Wiki

- Phone contact/emails
- Student Presentations (authentic audience/parents)
- Open House
- Band/choral/music/visual/performing arts performances
- Guest Speakers
- Student-led conferences
- Graduation Projects

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- Differentiated Education Plans
- Annual Review of each student
- Report Cards
- Periodic folder review
- Individual or group conferences
- Progress reports/midterms
- Board of Education Meetings
- Newspaper articles
- Newsletters
- Graduation projects
- Phone contact/emails
- Student Presentations (authentic audience/parents)
- Open Houses
- Band/choral/music/visual/performing arts performances
- Speakers
- Student-led conferences

**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:** Wilkes County partners with all stakeholders, including parents/families, to deliver information regarding the AIG plan, program, policies and updates. Sharing of information is an important tool in the success of the program as well as the students.

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

**Description:** Wilkes County Schools partners and communicates with stakeholders and parents/families in the following ways:

- AIG Wiki
- AIG Newsletter
- Partnerships with Wilkes Community College through Career and College Promise
- Policy brochures
- Posting AIG plan online (English and Spanish)
- Emails
- Volunteer opportunities with Dreams and KiteStrings
- Partnerships with Communities in Schools
- Open houses
- Parent Nights
- School Messenger
- Parent Information Sessions

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- AIG Wiki
- Parent nights

-Newsletter

-Emails

-Publically posted local AIG plan.

**Other Comments:**

**Practice C**

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

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

**Rationale:** Wilkes County Schools believes that all stakeholders and the community can provide valuable information and insight into the development of the AIG program and plan. The more varied the experiences of the stakeholders, the greater chance all topics and issues will be discussed.

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

**Description:** -Wilkes County Schools AIG Coordinator conducted an online survey of the AIG Program. All parents/guardians had access to the survey. The survey discussed in details where the areas of improvement could be made to our AIG program and what were the strengths.

-Another online survey was given to all teachers who were currently teaching AIG and/or honors level students to discuss the strengths and weaknesses of the program as well as what resources they needed

-Students were chosen at random at elementary, middle, and high schools and discussions were held with the AIG Coordinator in regards to what they liked about the AIG program and what they wanted to see added or removed

-Invitation of selected parents to join the AIG Parent Advisory Board

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

-Invitation and membership on various AIG related committees

-List of committee members and respective roles

-Survey results

-Notes from student focus groups

**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:** Wilkes County Schools embraces the rationale that all stakeholders need communication to enhance the educational opportunities of gifted students. In order to do this, all communication needs to be translated into the student's native language so not to deter families away from the program in the LEA.

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

**Description:** -Wilkes County Schools provides information for parents and other stakeholders in English and Spanish

-The AIG Plan, all AIG written contact information, testing consent forms and AIG placement forms are written in both English and Spanish

-A full-time interpreter is employed by Wilkes County Schools and is available for scheduled conferences

-Individual schools within the Wilkes County system also provide all information to stakeholders in English and Spanish

-AIG Coordinator works closely with the ESL/ELL director and ESL lead teacher to ensure communication techniques have been successful

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

-Translations to Spanish

-Collaboration with support personnel

-Brochures, emails, handbooks

-Intentional programming

**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:** Wilkes County Schools believes thorough communication with parents/families and community, initiatives can be developed which will benefit both the community and gifted students.

**Goals:** Goals for the enhancement of initiatives which intentionally involve parents/families and the community in meaningful ways to support gifted education for 2013-2016 are:

- Create a parent support group (SENG)
- Increase communication with an AIG monthly newsletter
- Increase collaboration with Wilkes Community College
- Involve more community agencies in the AIG program to create career internships and mentorships

**Description:** -Creation of a monthly newsletter that focuses on students and their work with the community and service learning projects

- Promote Career and College Promise through brochures, parent meetings, open houses, etc
- Invite directors of community agencies to meetings that discusses possible internships such as graduation projects and service learning projects
- Offer at least one SENG group per year to discuss the social and emotional needs of gifted learners
- Offer more extracurricular activities that will allow the community to participate and volunteer such as Science Olympiad tournaments

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- Curriculum nights
- Extra-curricular activities
- Parent organizations
- Mentors
- Graduation Project
- Photos, brochures, newsletter, news articles
- Awards and recognitions from outside agencies

**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:** Wilkes County Schools have developed a written AIG plan describing the local AIG program in accordance with state legislation and policy, which has been approved by the Wilkes County School Board and sent to SBE/DPI for review and comment. Wilkes County Schools follows this practice as mandated by North Carolina State Board of Education and the Department of Public Instruction.

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

**Description:** Wilkes County Schools AIG Plan is based on the following belief:

"The General Assembly believes the public schools should challenge all students to aim for academic excellence and that academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared to others of their age, experience and environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor."

(North Carolina. Gen. Stat. § 115C-150.5)

Article 9B States:

Article 9B.

Academically or Intellectually Gifted Students.

§ 115C-150.5. Academically or intellectually gifted students.

The General Assembly believes the public schools should challenge all students to aim for academic excellence and that academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups,

across all economic strata, and in all areas of human endeavor. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

§ 115C-150.6. State Board of Education responsibilities.

In order to implement this Article, the State Board of Education shall:

(1) Develop and disseminate guidelines for developing local plans under G.S. 115C-150.7(a). These guidelines should address identification procedures, differentiated curriculum, integrated services, staff development, program evaluation methods, and any other information the State Board considers necessary or appropriate.

(2) Provide ongoing technical assistance to the local school administrative units in the development, implementation, and evaluation of their local plans under G.S. 115C-150.7. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

§ 115C-150.7. Local plans.

(a) Each local board of education shall develop a local plan designed to identify and establish a procedure for providing appropriate educational services to each academically or intellectually gifted student. The board shall include parents, the school community, representatives of the community, and others in the development of this plan. The plan may be developed by or in conjunction with other committees.

(b) Each plan shall include the following components:

(1) Screening, identification, and placement procedures that allow for the identification of specific educational needs and for the assignment of academically or intellectually gifted students to appropriate services.

(2) A clear statement of the program to be offered that includes different types of services provided in a variety of settings to meet the diversity of identified academically or intellectually gifted students.

(3) Measurable objectives for the various services that align with core curriculum and a method to evaluate the plan and the services offered. The evaluation shall focus on improved student performance.

(4) Professional development clearly matched to the goals and objectives of the plan, the needs of the staff providing services to academically or intellectually gifted students, the services offered, and the curricular modifications.

(5) A plan to involve the school community, parents, and representatives of the local community in the ongoing implementation of the local plan, monitoring of the local plan, and integration of educational services for academically or intellectually gifted students into the total school program. This should include a public information component.

NC General Statutes - Chapter 115C Article 9B 2

(6) The name and role description of the person responsible for implementation of the plan.

(7) A procedure to resolve disagreements between parents or guardians and the local school administrative unit when a child is not identified as an academically or intellectually gifted student or concerning the appropriateness of services offered to the academically or intellectually gifted student.

(8) Any other information the local board considers necessary or appropriate to implement this Article or to improve the educational performance of academically or intellectually gifted students.

(c) Upon its approval of the plan developed under this section, the local board shall submit the plan to the State Board of Education for its review and comments. The local board shall consider the comments it receives from the State Board before it implements the plan.

(d) A plan shall remain in effect for no more than three years; however, the local board may amend the plan as often as it considers necessary or appropriate. Any changes to a plan shall be submitted to the State Board of Education for its review and comments. The local board shall consider the State Board's comments before it implements the changes. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

#### § 115C-150.8. Review of Disagreements.

In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

#### **Planned Sources of Evidence:** Planned Sources of Evidence may include:

- Board of Education minutes
- State allotment
- Commendations/recommendations from DPI
- AIG plan and review
- Responses from surveys
- Teacher Advisory Committee

#### **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:** Wilkes County Schools AIG Coordinator/Specialist 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. The AIG Coordinator has been charged by the Wilkes County Board of Education to monitor 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.

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

**Description:** The AIG Coordinator/Specialist 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 through the follow methods or procedures:

- Adheres to Article 9B
- Provides due process procedures
- Attends meetings with AIG Teacher Advisory Committee and serves as facilitator at all county-wide AIG meetings K-12
- Monitoring of teacher observations
- Parent/student surveys
- Internal paperwork review
- Administering and scoring CoGat and KTEA's
- Attending parent conferences when concerns/problems occur
- Conducting professional development sessions for all AIG/Honor teachers

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- Adherence to Article 9B
- School-based programming checks/audits
- Finance Report
- Data reports
- Disaggregation of EOG and EOC data
- Minutes from meetings and parent conferences
- Presentations from professional development sessions

**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:** Wilkes County Schools uses and monitors state funds allotted for the local AIG program according to state policy. It is our belief that to run an effective program and carry out the AIG plan, funds must be spent to increase rigor in our curriculum, our teaching strategies, and to provide the needed support that all gifted learners must experience.

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

**Description:** The uses and monitoring of state funds allocated for the local AIG program according to state policy is kept by the Executive Director of K-8 Curriculum and also by the Finance Department of Wilkes County Schools. Copies of the state AIG budget and the line item allocations are available upon request by the appropriate agencies.

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- Budget
- Line item review
- Teacher licensure and PRC034 funds
- Contracts for professional development
- Purchase Order copies

**Other Comments:**

**Practice D**

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

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

**Rationale:** Wilkes County Schools monitors and collects data to track the academic progress or lack thereof of identified gifted students. By monitoring and collecting data, improvements can be made to the program to decrease the lack of progress made by gifted students and increase the graduation rate.

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

**Description:** Wilkes County Schools monitors the representation and retention of students who are not making academic progress and also those from 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 through data based collected and housed in the AIG Department. This information is obtained by:

- Child Count
- EVAAS
- Data team meetings attended by AIG Coordinator at all grade levels
- Parent Conferences
- School based teams (administrators/regular education teachers/AIG teachers)
- Parent and student surveys
- RTI

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- Testing and Accountability reports
- Test disaggregation by district, school, grade, teacher, and student
- Interviews with school personnel
- List of interventions and documentation of implementation
- Survey results
- Minutes from data team meetings

**Other Comments:**

### **Practice E**

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

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

**Rationale:** Wilkes County Schools monitors the representation and retention of under-represented populations in our AIG program to track the progress or the lack thereof. By tracking the progress or lack thereof, we are able to make improvements in our identification process, delivery options, and meeting the social and emotional needs of these gifted learners.

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

**Description:** Wilkes County Schools 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 through data based collected and housed in the AIG Department. This information is obtained by:

- Data team meetings attended by AIG Coordinator
- EVAAS data
- ACCESS data
- Meetings with teachers, administrators, counselors and social workers
- Regular meetings with ESL, EC, and Title 1 Directors
- Professional development opportunities to identify the underrepresented population as possible gifted learners and strategies for success

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- Data regarding referral and identification trends based on demographics, sub-groups, etc
- Retention data
- Enrollment data in advanced courses
- EVAAS data
- ACCESS data
- Evaluation instruments
- Minutes from data team meetings
- RTI
- Data from Credit from Demonstrated Mastery

**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:** Wilkes County Schools maintains current data regarding the credentials of personnel serving AIG students. In order for gifted students to reach their full potential, they must be taught by personnel who have had the necessary training to meet their educational, social, and emotional needs.

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

**Description:** Wilkes County Schools maintains current data regarding the credentials of personnel serving AIG students in grades K-12. The data is contained within the files of the Human Resource Department, as well as, AIG department documentation. An electronic credit accrual system is used to monitor continuing education credits for all teachers involved in the educational process of gifted students.

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- Licensure reports
- Professional development records
- Student placement
- AIG department documentation
- Meetings with administrators to determine credentials of staff

**Other Comments:**

### **Practice G**

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

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

**Rationale:** Wilkes County Schools believes that an advisory group of all stakeholders involved in gifted education must be formed to regularly review all aspects of the AIG program in order to make the necessary changes for improvement so our students can reach their true academic potential.

**Goals:** Goals:

- Revise and reform 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
- Schedule bi-yearly meetings to review all aspects of the local AIG program and make recommendations for program improvement (more if needed)
- Work with the Instructional Technology department to develop Go To meetings to encourage participation from all members of the advisory group

**Description:** -Recommendations for advisory group members will be solicited from school personnel

- Local businesses and charitable organizations will be invited to send representatives
- Meetings will be held to discuss changes needed to improve the AIG program
- Conduct yearly professional development sessions for members to educate them on different aspects of gifted education and the research, issues, and trends

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- Agendas, minutes, presentations at related meetings
- Work sessions
- Invitations to serve
- Membership lists
- Professional development sessions
- Surveys for related stakeholders

**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:** Wilkes County Schools believes that by eliciting effective feedback from all stakeholders involved in the gifted program allows a method for continuous improvement in the program.

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

**Description:** -AIG teachers meet regularly in county-wide meetings to discuss feedback received about the AIG program from parents/families, teachers and other stakeholders regarding AIG initiatives and curriculum

-Student surveys and parent/family surveys are conducted periodically to garner feedback on current practices in gifted education subscribed to by Wilkes County Schools

-Teacher surveys are conducted periodically to gain feedback on resources that are needed and the strengths and weaknesses of the program

-The AIG Coordinator meets with all school administration to discuss and concerns and/or issues related to gifted education

-The AIG Coordinator attends data team meetings at all grade levels K-12 to discuss issues and/or concerns related to gifted education

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

-Data from surveys

-Data team meetings

-Minutes and agenda from annual DEP/IDEP meetings

-Notes from administrator meetings

**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 Focused Practice for 2013-2016.**

**Rationale:** Wilkes County Schools reviews and revises the local AIG program in order to make necessary changes to continuously improve the program for our gifted learners.

**Goals:** Goals:

-Meet with the AIG Advisory Committee a minimum of twice a year to review the local AIG program

-Collaboration with EC, ESL, and Testing Director to gain data needed to revise practices to continuously improve the program

**Description:** -The AIG Advisory Committee will meet regularly to discuss the local AIG plan and make revisions in the current program to meet the regulations of the plan

-Data team meetings will be held at the Central Office level to determine various delivery options that are needed

-The AIG Coordinator will attend school-level data team meetings

-The AIG Teacher Committee members will meet regularly to discuss issues and/or concerns at the school level

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

-Review comments by DPI noted and returned to the LEA

-Explicit plan revisions based on various feedback

-Minutes from data team meetings, Advisory Committee meetings, and Teacher Advisory meetings

**Other Comments:**

#### **Practice J**

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

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

**Rationale:** Wilkes County Schools disseminates all data from evaluation of the local AIG program to the public in order to provide continuous communication and collaboration to improve the program for the sake of our gifted learners.

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

**Description:** Wilkes County Schools AIG Department keeps and disseminates all data from evaluation of the local AIG program to the public. This is accomplished through:

-Board of Education meetings

-AIG Wiki

-Wilkes County Schools Webpage

-Articles in the local newspaper

-Brochures

-Parent/Community Newsletters

-PTO meetings

-Parent Nights

-Open houses

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

-Annual reports

-Various modes of communication: newsletters, website, media coverage, memos, and email

-Parents/family meetings

**Other Comments:**

### **Practice K**

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

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

**Rationale:** Wilkes County Schools protects the rights of all AIG students with the highest integrity. The rights of gifted learners enables the student to be ensured that they will receive the best possible education without fear of discrimination.

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

**Description:** Wilkes County Schools protects the rights of all AIG students through a series of policies, procedures and practices. These policies, procedures and practices are based on:

United States Department of Education, 1993

Gifted learners are "children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others their age, experience, or environment."

North Carolina Definition of Giftedness

Academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas,

specific academic fields or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated education services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

#### MULTIPLE INDICATORS OF GIFTEDNESS

- Observable Student Behavior
- Student Aptitude
- Student Motivation to Learn
- Student Interest
- Student Performance
- Student Achievement

Giftedness is the manifestation of ability to learn well beyond the expected level of one's age mates. It can be discovered through outstanding student performance, high test scores, or through observation. These abilities are sometimes less obvious in students who live in unfavorable environmental and/or economically disadvantaged circumstances.

- Parents' Bill of Rights
- Permission to test
- DEP's
- Parent Meetings
- RTI
- Continuous professional development for all teachers of gifted learners
- Continuous professional development for AIG Coordinator to keep informed of new updates

**Planned Sources of Evidence:** Planned Sources of Evidence may include:

- Due process procedures written and shared in various ways
- Documentation of complaints and subsequent LEA responses and changes
- Interviews with parents/guardians and school personnel where disagreements have occurred

**Other Comments:**

**Glossary (optional):**

**Appendix (optional):**

Executive Summary 13-14.pdf (*Local Board Approval Document*)