

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

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

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Submitted to NC Department of Public Instruction on: JULY 16, 2013, 10:45:16

Revision Submitted to NC Department of Public Instruction on: JULY 16, 2013, 10:45:16

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

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

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

For 2010-2013, Weldon City Schools local AIG plan is as follows:

Weldon City Schools Vision for local AIG program: Weldon City Schools strives to provide high quality instruction that will enable the students who are academically or intellectually gifted to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students will exhibit high performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields. The students will receive differentiated educational services beyond those ordinarily provided by the regular educational program. These provisions will be provided to students from all cultural groups, across all economic strata, and in all areas of human endeavor.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$49318.00	\$32967.1.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The screening, referral, and identification processes for all grade levels will be shared annually with school personnel, parents/families, students, and the community-at-large in order to ensure transparency and fairness within the initial AIG process. This process was deemed maintained because the current practices within the district include an annual process for sharing information with all stakeholders.

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

Description: Each year, the AIG handbook will be distributed to all schools to be displayed in a high traffic location and made available to the public. This handbook will include the screening, referral, and identification processes for AIG placement for all grade levels. The AIG program of Weldon City Schools will accept nominations for new referrals at least two times per year (Fall and Spring). A telephone announcement of the AIG nomination period will be delivered district-wide in addition to the printed fliers at each school.

NA

NA

Planned Sources of Evidence: AIG Nomination documentation

AIG Handbook

Copy of printed telephone message

Printed Nomination Flier

Other Comments: NA

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: Every student will be required to meet specific requirements to be enrolled in the WCS AIG program. In order to meet the total student population, all students will be held to the same

standards and requirements. The AIG students will receive traditional and non-traditional standardized measures in order to identify the strengths and weaknesses of their academic performance through a variety of methods. Using both measures will allow the student to provide information without the limitations of one method of assessment while allowing the other learning styles to be used, which may provide a better indicator of the student's performance. This will be a focused practice.

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

Description: The students who show potential within the classroom structure will be referred to the AIG program for nomination. The teachers will use data collected through standardized and district-wide assessments, classroom observations, and student performance within the school and community. The teachers will identify focus areas in which the students are showing outstanding performance. The teachers may use student work samples, performance within the learning communities, or other non-standardized measures (perform, create, produce or complete task using the language in real world contexts or situations).

NA

NA

Planned Sources of Evidence: Standardized Ability Test results

Standardized Achievement Test results

Student Interest survey results

Student Motivation survey results

Student Behavior survey results

Teacher recommendation and observations

Other Comments: NA

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Weldon City Schools will offer academic services to all students within the school district based on their academic needs. All students who can meet the requirements of the AIG program will be served fairly and in an equitable manner regardless of cultural/ethnicity/economical diversity, English language learners, highly gifted, and/or twice exceptional. This practice will be a maintained practice due to our current procedures are administered to all students and address all of the areas identified.

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

Description: A universal screening assessment instrument will be administered to all second grade

students during the second semester of the school year (Spring). Beginning with grade 3, all student nominations will be based on teacher or parent referrals. There will be a nomination period of at least two times per year from grades 3-12 (Fall and Spring).

The teacher observation and behavioral checklists, such as Renzulli, Purdue Secondary English and Math checklists and others will be provided for all students to gather data. The data collected through these measures will be used for assessment purposes only. The monitoring of these checklists will be conducted in a way that will ensure that all students, regardless of ethnic group, socioeconomic status, or disability will be considered for referral to the Gifted Education Program. Students categorized as English Language Learners (ELL) will receive the notification and recommendation information within their native language.

NA

NA

Planned Sources of Evidence: Student screening results

Student achievement data

Nomination packets and information

Teacher recorded observation checklist

Other Comments: NA

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: Weldon City Schools will consistently implement the screening, referral, and identification process during the school year in order to identify the students who may benefit from programs and services of the AIG program. The practice will be maintained according to the current monitoring procedures in place.

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

Description: The initial screening process is a review of the general student population to determine which students may need further assessment for placement in the Gifted Education Program. The teachers will review the classroom performance and assessment data, student performance, interests, and motivation to determine if a nomination for evaluation is warranted. Weldon City Schools will have at least two nomination periods for each school level during the Fall and the Spring semester. A universal screening measure will be administered to all second graders during the second semester of the school year in order to identify possible candidates for referrals. Students in grades 3-12 will participate in nomination periods at least twice during the school year. Students who transfer into the school district with current evaluations will be placed into the AIG program to receive services as stated in their DEP. In the event that documentation of eligibility and/or a DEP is unavailable, the student will be regarded as an initial placement until eligibility can be established. Documentation of the students involved in the referral process will be reviewed with school staff and parents. In addition, the documentation of the outcomes data collection will be maintained in a

student file for future references. The procedures will be reviewed annually by the AIG advisory to determine if they are effective in appropriately identifying students for AIG.

NA
NA

Planned Sources of Evidence: Annual nomination period calendar

Other Comments: NA

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: Written policies that safeguard the rights of AIG students and their parents/families will be provided in order to ensure that the parents/families understand the expectations of the program and their responsibilities to the students within the programs. The AIG services of the school system will be documented in the guidelines governing the AIG program in order to ensure consistency and effectiveness of the program. It is necessary to document the plan that describes the differentiated curriculum and instructional services that match the need of the AIG students. Written policies that safeguard the rights of AIG students and their parents/families will be provided in order to ensure that the parents/families understand the expectation of the program and their responsibilities to the students within the program. This will be a maintained practice.

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

Description: The students are nominated to the program during the school year. Peers, parents, school personnel or committee members may make a nomination for the gifted program. Once the student has completed the process and the committee has determined them to be eligible for the program, the parents/families will receive the written handbook which will include the process of identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

The handbook will include the following components:

- I. Nomination and Referral Process
- II. Eligibility Requirements
- III. Placement Procedures, including the informed parental consent for placement
- IV. Differentiated Education Plan (DEP)
- V. Reassessment Procedures
- VI. Due Process Procedures including transfer students and resolving disagreements

NA
NA

Planned Sources of Evidence: WCS AIG Parent's Handbook
AIG Plan

Other Comments: NA

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The identification process and service options for the AIG students will be reviewed annually with parents/families in order to monitor the students' progress and to plan for growth.

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

Description: Once the AIG committee has met to determine that a student is eligible for the program, the committee will convene with the parent and student's current teacher in order to determine which services will best meet the needs of the student through the development of a Differentiated Education Plan (DEP). The DEP will become a part of the student's portfolio in the Gifted Education Program files, which are kept by the AIG teacher. The DEP will address the Learning Environment, Content Modification, and Special Programs within the school for each individual student. The committee and parent will sign the DEP affirming that the appropriate services have been developed and all service options have been explored. The DEP will be reviewed annually at the beginning of the school year with the student's current teacher in order to identify the strengths and weaknesses of the plan. The DEP may also be altered or updated in order to provide additional services or updated strategies, as needed. The student's teacher and parent will receive a copy of the DEP. If the AIG committee finds that a student does not qualify for the Gifted Education Program, the committee will meet with the student's current teacher and parent in order to discuss the results of the evaluations and plan for student growth in the regular classroom setting. The committee may make recommendations that encourage changes with the student's Personalized Education Plan (PEP). The parent will sign the documentation of the meeting and the committee may make a decision to reevaluate the student at a later date. The student's data and information will be kept in the Gifted Education Program files for at least three years for reference and review. A form will be placed within the student's confidential file in order to document who has access to review the information within the file.

NA

NA

Planned Sources of Evidence: WCS AIG Parent's Handbook
Differentiated Education Plan
Student eligibility form

Other Comments: NA

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: The NC Standard Course of Study (SCOS) will be adapted accordingly to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate in order to ensure maximum growth in intellectual areas and/or specific academic fields. These students require differentiated education service beyond the standard course of study with appropriate instruction at their performance levels. This practice will be a focus within our district to ensure differentiation strategies are implemented.

Goals: Professional learning community (PLC) meetings with grade level and subject area staff on a consistent basis to ensure needs of gifted learners are met.
Opportunities for co-teaching (AIG Teacher and Regular Education teacher).
Provide professional development on meeting the needs for gifted learners for AP/Honors teachers, as well as, K-8 teachers.

Description: WCS believes the curriculum should be modified to meet the child's unique needs and interests. The teacher will strive to accommodate the varied levels of student knowledge and learning by implementing strategies and best practices that will promote increased achievement. The school staff will use common core and curriculum guides as a means of addressing the goals of the Common Core and use acceleration as needed.

The AIG teacher will collaborate with the classroom teacher in identifying strategies that will enhance the students skills. The teachers will review the evaluation data each school year to plan for growth and progress of each student. The DEP will be reviewed annually in order to plan for acceleration of the Common Core goals.

The student growth progress will by monitored by the AIG teacher and regular teacher to maximize the student's potential at each grade level.

NA

NA

Planned Sources of Evidence: Curriculum guides, Common Core Standards, School schedule of classes, student DEP shared with the classroom teacher

Other Comments: NA

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: Children who are gifted share the ability to think with more complexity and abstraction than other children of their same age, experience, and environment, therefore, they require differentiation in the curriculum. This practice will be a focus.

Goals: The AIG program of Weldon City Schools will meet the individualized and unique needs of the students according to their ability range in language arts, math, and other content areas as appropriate. The schools will provide a variety of options to teachers that will encourage them to enrich, extend, and accelerate the curriculum for the gifted learner. Utilize student interest to offer additional courses, enrichment activities and/or independent projects.

Consider a variety of strategies for providing depth, complexity, sophistication, and abstractness, problem based learning.

Provide a differentiation checklist for teachers to utilize in planning.

Share the variety of practices that are utilized with gifted learners:

Facilitate learning based on students' identified abilities, readiness, interests, and learning profiles.

Description: Students in the gifted program will receive increased interventions from the classroom and AIG teacher within their regular classroom that may provide differentiated instruction on their performance level. The teachers will identify the learning needs of the student and adapt the assignments of the student to meet their needs. The teacher will cultivate the needs of the gifted learner to think abstractly and with complex thinking skills. The students will be challenged based on their performance level.

NA
NA

Planned Sources of Evidence: Progress monitoring documents
Student Personalized Education Plan (PEP)

Other Comments: NA

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: Some children who are gifted may not be reaching their potential. In fact, they may not

even be recognized as gifted. This may be particularly true of students with limited opportunities to learn. For these students, additional support is needed to offer opportunities for their "giftedness" to develop. This practice is maintained because currently our district uses research-based supplemental resources throughout all grade levels that augment curriculum and instruction.

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

Description: Weldon City Schools uses research-based supplemental resources to enhance curriculum and instruction. Within the school district, the use of Classworks and Class Scape and a number of other resources are embedded within our daily school schedule.

The district also uses smartboard technologies from grades K-12. This resource offers extensive connections to internet resources which are available to students in the classroom and home.

NA

NA

Planned Sources of Evidence: Student work portfolios

Teacher lesson plans

Resource library for AIG staff and classroom teachers with evidenced based, tried and true differentiated lessons and other resources.

Other Comments: NA

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: Children who are gifted benefit from exposure to the rigor of the 21st Century content and skills in their learning environment. Due to the level of abstract thinking and advanced cognitive skills, the students will learn more when the components of this standard are merged within their other areas of educational experiences. Technology integration will be used routinely and transparently and to support curricular goals. Through projects, students will acquire and refine their analysis and problem-solving skills as they work individually and in teams to find, process, and synthesize information. This will be a maintained practice.

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

Description: The students in the AIG program will participate in the Weldon City Schools Graduation Project beginning in Kindergarten through grade 12, which will encourage the progression of objectives at an advanced level. As each grade level advances, the level of activity difficulty and

expectations will increase. By Grade 12, they will complete a community service project, written product, and oral discussion of the product. These products will be the result of differentiated units of study and documented extracurricular activities. The students in upper grades may participate in Virtual Public School courses and distance learning in order to be exposed to courses that are not offered within our school system. The AIG teacher will monitor the student progression and regularly meet with the students to discuss their progress with the understanding that all components of 21st century concepts and skills are being developed.

Planned Sources of Evidence: Teacher lesson plans
student work portfolios

Other Comments: NA

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Children who are gifted learn at a faster rate than other children of their age, experience, and environment; therefore, they can often move through the curriculum at a more rapid pace. This practice is maintained.

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

Description: The AIG students will participate in the standardized tests given within the district as well as create an academic portfolio which will include work samples from the classroom. The portfolio will begin after initial placement into the program and conclude with graduation from high school or exit from the program. The portfolio will include work samples and other representations of activities that were developed based on current research and theory and completed by the student. In addition to these methods of assessment, the students will also participate in benchmark, tri-weekly, and informal assessments in order to adjust the rate or assignments given within the classroom environment.

NA

NA

Planned Sources of Evidence: District wide assessment results (tri-weekly, benchmark, etc.)
Standardized assessments (End of grade or course tests)
Data retreat information
Data and/or intervention notebooks

Other Comments: NA

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: Children who are gifted have some unique social needs and may feel "different" from other children of their age, experience, and environment; therefore, they may need access to appropriate counseling and support to assure their affective well-being. The affective domain, which relates to emotions, feelings, and personal values and ideas, is equally important to the growth and development of a child. Weldon City School AIG program will incorporate instructional strategies to address aspects of social and emotional needs within curriculum and instruction for the AIG students. This is a focused practice.

Goals: The students in the AIG program will receive supports from their parent, AIG teacher and school counselor when they are experiencing difficulties in the social and emotional settings. Address the social impacts within the curriculum.

Description: The students in the AIG program will participate in group activities and extracurricular activities where they can interact with peers who may face the same social challenges. The school counselor, with the support of the AIG teacher, will host quarterly group meetings in order to address social and emotional issues. The purpose of the meetings will be to offer an expressive outlet for the AIG student as well as to expose the students to coping strategies for social situations that they may encounter. The AIG program coordinator will offer professional development opportunities for the parent, staff, and community in order to better assist in handling the affective needs of the child. In addition, the AIG program will offer students alternative strategies to students for coping with social situations and resource materials for teachers, parents, and students. The students in grades K-2 will participate in the P.E.T.S. program in order to address character development and critical thinking skills. The AIG teacher will facilitate the implementation of this program. Surveys will be administered to the students, parents, and staff in order to get an understanding of the needs that should be addressed in groups and professional development sessions.

NA

NA

Planned Sources of Evidence: District wide assessment results (tri-weekly, benchmark, etc.)
Standardized assessments (End of grade or course tests)
Data retreat information
Data and/or intervention notebooks

Other Comments: NA

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: Children who are gifted share the ability to think with more complexity and abstraction

than other children their age, therefore they require differentiation in the curriculum. This is a focused practice.

Goals: Weldon City Schools will develop the potential of young (K-3) students through intentional strategies and differentiated curriculum and instruction.

Develop a comprehensive program for service delivery at K-3.

The AIG teacher and general education teacher will work collaboratively to address the needs of students through fostering creativity, curiosity, critical thinking and access to advanced content.

Description: The Primary Education Thinking Skills (P.E.T.S.) program will be used to enhance and enrich the curriculum of grades K-2 students. The AIG teacher will provide the lessons to the classroom collaboratively with the general education classroom teacher. The AIG teacher and classroom teacher will monitor the progress of the students and identify those children who may be potential candidates for future placement in the AIG program.

NA

NA

Planned Sources of Evidence: AIG teacher plans

Classroom lesson plans

Monitoring documents

Other Comments: NA

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: Children who are gifted form a diverse group with a variety of needs and require a variety of service options. This is a maintained practice.

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

Description: The AIG personnel will collaborate with other professional staff in order to meet the needs of the AIG students and implement differentiated curriculum and instruction. The DEP will be developed by the AIG teacher, classroom teacher, parent and other people knowledgeable of the student in order to address the needs of the student. Surveys will be distributed and collected at the beginning and end of the school year in order to evaluate the needs of the children and to assess the effectiveness of the programs and strategies. The AIG teacher will participate in the district-wide curriculum Team meetings and other curriculum meetings at the school level in order to advocate for the programs and services for gifted students.

NA

NA

Planned Sources of Evidence: Participation of AIG Specialists with PLCs at various grade levels where AIG student needs are part of the agenda.

Student DEP's

AIG teacher schedule

WCS curriculum team meetings

AIG teacher conferences

AIG teacher professional development

Other Comments: NA

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG services of the school system will be documented in the guidelines governing the AIG program in order to ensure consistency and effectiveness of the program. It is necessary to document the plan that describes the differentiated curriculum and instructional services that match the need of the K-12 AIG students. This is a maintained practice.

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

Description: The programs and services of the AIG plan will be documented in the Weldon City Schools AIG Handbook. The handbook will be shared with the students, parents, staff, and community. The handbook will describe the methods of differentiation in the curriculum, the service delivery options, school transitions, and other program information. This document will be located in the resource area of each school, school webpage and district webpage. The programs and services will be reviewed annually for effectiveness. Surveys will be distributed to students, parents, and school staff in order to evaluate the effectiveness of the program, group meetings with parents having access for individual meetings and reviews DEPs at end of year with families as part of child's evaluation and to determine needs for next year.

NA

NA

Planned Sources of Evidence: DEP

AIG handbook

Program survey data

AIG program review information

Other Comments: NA

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: Weldon City Schools acknowledges that students with gifted learning characteristics require instruction from professionals who understand their unique learning needs. Therefore, Weldon City School will employ professionals who have the ability to meet the diverse learning needs as well as maximize the students' opportunities to develop rigorous systematic instruction to increase student learning. This is a maintained practice.

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

Description: The Weldon City Schools district will employ a teacher with AIG certification or working toward achieving the certification. The teacher will be evaluated according to the AIG standards for teachers as described by the NC Department of Public Instruction. The standards are: understanding historical foundations and current research, assessment and planning, integration of complex and advanced content, understanding the needs of students, understanding the role of culture in education, being an advocate for gifted in multiple venues, and communication and relationship skills. The teacher will receive an annual evaluation at the end of each school year. The AIG teacher will supervise the caseload of all students within the AIG program. The teacher will deliver individual, small, or whole group instruction based on the student DEP. The teacher will also collaborate with the regular education teachers to monitor the implementation of the DEP in the classroom. The AIG teacher will implement the monitor and referral process for AIG referrals. The AIG teacher will also conduct follow up meetings with all stakeholders at the conclusion of the referral process. The teacher will monitor and manage student academic and progress data. The AIG will also collaborate with the AIG coordinator in order to provide professional development to school staff, parents, and community.

The district will continually plan to encourage more regular classroom teachers to seek AIG certification. In addition, the district will offer professional development that is designed to keep the administrators and teachers cognizant of the AIG learner characteristics, current trends, and strategies that will be most effective in developing the AIG learner.

The AIG coordinator will monitor the implementation of the AIG plan, consult with the AIG teacher regarding the referral and placement process, monitor the budget of the program, identify and sponsor professional development opportunities and plan for the growth of the AIG program and students.

NA

NA

Planned Sources of Evidence: Job description of AIG Coordinator and AIG teacher, annual evaluation tool for AIG teacher, professional development calendar

Other Comments: NA

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Ensures that AIG specialists are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners. This is a maintained practice.

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

Description: The goal of the AIG specialist is to make sure that the students are mastering the goals of the NC Common Core at a level that is appropriate for their cognitive abilities. The AIG specialist will collaborate with the classroom teacher in order to develop activities will address all areas of student learning which includes the areas listed previously. The AIG specialist will provide activities that will enhance the classroom instruction through alternative learning strategies such as independent practice activities, extracurricular experiences and activities, and other supplemental resources tailored to meet the diverse needs of the students. In addition, the specialist will conduct surveys that solicits the input from teachers, students, and parents regarding the progress and needs of the student and program.

NA

NA

Planned Sources of Evidence: AIG specialist schedule
Student data from the AIG activities or product
Survey results
AIG PLC's

Other Comments: NA

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: Because of the learning needs of children who are gifted, individuals working with these

students must possess an appropriate base of knowledge and skills to meet the varied and diverse student needs. In addition, when appropriately differentiated education is not provided to these students, they may not thrive in school or may suffer cognitive and affective harm. This practice will be maintained.

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

Description: Professional development will be provided for all individuals who are working with students in the AIG program. This professional development may be offered in a variety of ways, such as school wide or district wide meetings, online opportunities, individual teacher or grade level sessions, etc. The professional development sessions will be based on research and/or current trends and developed according to a needs assessment survey distributed by the AIG coordinator.

Classroom teachers, including exceptional children's personnel, will receive annual sessions in the following areas: Identification and placement, Differentiation of Instruction, and Questioning. Guidance Counselors will receive annual sessions in the social and emotional needs of gifted learners.

School administrators will receive training in identification, multiple intelligences, and evaluating classrooms for gifted learners.

Parents will be offered annual sessions in identification and placement and characteristics of giftedness.

NA

NA

Planned Sources of Evidence: Session agenda

Session registration sheets

Session evaluation forms

Needs assessment surveys

Other Comments: NA

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: AIG students will reach their maximum potential when placed in an environment that fosters their learning style and addresses their academic and social/emotional needs. Teachers of these students need to have certain basic skills and a foundational understanding of how to cultivate these skills. Weldon City Schools will require that all teachers of students in the AIG program complete two professional development sessions in how to teach the gifted learner for growth. This practice is a focused practice.

Goals: Partner with school-based administrators to ensure effective AIG student placement. Monitor placement of students throughout the year.

Provide professional development sessions that include: introduction to the gifted learner, differentiating instruction for the gifted learner, and meeting the social/emotional needs of the gifted learning.

Description: The classroom teachers of AIG students will have to complete specific introductory professional development sessions that will be offered by Weldon City Schools. The professional development sessions will include: introduction to the gifted learner, differentiating instruction for the gifted learner, and meeting the social/emotional needs of the gifted learner. Each session will be scheduled for a minimum of three hours and CEU's will be offered.

Planned Sources of Evidence: Professional Development logs
Student schedules

Other Comments: NA

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: The professional development of the AIG program will be aligned with the goals and initiatives of Weldon City Schools. The professional development sessions will be designed to enhance the growth of the students as they progress through their school career and meet the goals set forth by the district. This practice will be a focused practice.

Goals: Connect AIG with SIP Goals and aligned professional development.

Ensure AIG perspective is clearly defined within various professional development initiatives, such as looking at how progress monitoring impacts AIG and services or how formative assessment relates to AIG.

AIG representative will participate on LEA team for professional development and other strategic committees to outline vision and priorities.

Description: A professional development calendar will be submitted at the beginning of the school year to outline sessions designed to enhance the AIG program and other staff in Weldon City Schools. The professional development calendar will be reviewed and approved by the school and district administrators in order to maximize the opportunities for collaboration between the classroom leaders. This process will ensure that the AIG program's alignment is consistent with the district goals and initiatives.

Planned Sources of Evidence: Professional development calendar
Professional development sign in sheets

Other Comments: NA

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The professional development opportunities of the AIG program need to be aligned with the state and national teaching standards which include 21st century skills and content at advanced levels. This alignment is necessary in order to ensure that the students are receiving quality instruction with the implementation of best teaching practices that will provide what is needed in order to be equipped for the competitive market after high school. This practice is a maintained practice.

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

Description: The goals of the local AIG program will be derived from the educational goals of the Weldon City Schools district. The district goals are based on the standards identified as goals by the state of North Carolina and identified in the Weldon City Schools Strategic Plan. The goals of North Carolina are based primarily on the national standards for education. These standards are put in place to build students who will be equally competitive in the free world and receive common educational experiences.

The professional development opportunities will be developed in conjunction with the other programs of Weldon City Schools. It is the expectation that all professional development will be fostering 21st century skills and content. It is also the expectation that teachers will be exposed to the processes that are necessary and helpful in instructing students at advanced levels using best teaching practices.

NA
NA

Planned Sources of Evidence: WCS Strategic plan
AIG goals
Professional development calendar

Other Comments: NA

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: The AIG teacher needs to collaborate with the classroom teacher in order to implement a seamless program that will give the student consistent services as identified in the DEP. The teachers need to identify the targeted areas of supports for the students within the regular classroom environment and to apply the strategies from their professional development sessions. This practice is a focused practice.

Goals: Collaboration between the AIG Coordinator and other teachers will occur monthly in order to identify and implement strategies from professional development opportunities that will improve student progress and achievement.

Develop monthly PLCs for AIG coordinator to share ideas on new professional development.

Use technology resources to share email addresses for new ideas and grade resource materials suggestions through a collaborative work group.

Description: The AIG teacher will collaborate with the classroom teachers of the students in the AIG program in order to plan the strategy for enhancing the classroom experiences. The AIG teacher will attend grade level meetings to share strategies that will maximize the student performance in classroom and resource settings. The AIG teacher will also facilitate schoolwide and districtwide AIG Advisory Council meetings that will plan for implementation of the goals of the program and progress monitor, which include the use of professional development learning strategies in the students' learning environment.

NA

NA

Planned Sources of Evidence: School level AIG meeting agendas
District wide AIG Advisory Council meeting agendas

Other Comments: NA

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG programs and services are delivered in a comprehensive manner to address academic, intellectual, social, and emotional needs of the students across all grade levels and settings in order to provide quality instruction for all students and achieve maximum growth. This practice will be a maintained practice.

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

Description: A comprehensive program for AIG services will be provided for grade K-12 and across all settings which include inclusive, group, and individual services. These services are provided within the regular classroom, in pull out groups and in individual student sessions that will address academic as well as social/emotional needs. The program services are designed to fit the needs of students based on what instructional strategies are used within the regular classroom. The students interact with a variety of personnel based on their current needs, which includes social/emotional. The AIG teacher, classroom teacher, guidance counselor, and other school staff are used to deliver the appropriate service to the students. Recommendations may be made to outside agencies if there is a need for more intensive interventions or services.

NA

NA

Planned Sources of Evidence: School schedule

Documentation of DEP dissemination

Documentation of cluster group

AIG description of activities

Professional development training documentation

DUKE TIP program

Governor's School records

Other Comments: NA

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG programs and services are aligned with each area of AIG identification, goals, and resources of the LEA in order to provide maximum growth to the students within their regular school environment. The AIG programs are designed to enhance the education of the students, provide support and aid the student as they progress to a level appropriate for their learning potential. This practice will be a maintained practice.

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

Description: The AIG identification process is the entry point at which a student is given access to the programs and services of the AIG program. The students of the LEA are given equal opportunity to qualify for the AIG program. The goals of the AIG program are designed to give the students the greatest amount of instruction and support that will allow them to be successful in their areas of strength. The resources of the LEA are essential in providing the support to the academic and social/emotional needs of the AIG students. These components must align with their current classroom practices in order to provide an effective educational experiences for the students.

Students who are found to be eligible for the AIG program will benefit from the LEA resources in addition to the resources of the AIG program. The LEA resources include school wide research based programs and initiatives along with the supplemental programs of reading and math. The data that is collected at a district level will be beneficial in making comparative analyses between students in regular population and the AIG student. These resources will allow the teachers to gauge whether or not supplemental or support services are effective with the students. These resources will also allow the school and district level planning committees to evaluate the services provided by the AIG program in order to make better planning decisions.

The district benchmarks and formative assessments will give the teachers opportunities to evaluating the students individual progress and to plan for differentiation to address the individual strengths and areas for improvement in the classroom.

NA

NA

Planned Sources of Evidence: Curriculum team meetings

School improvement plans

DEP components

Other Comments: NA

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG programs and services should be connected to the total instructional program of

the LEA in policy and practice in order to ensure that all students learn and receive a quality education from the LEA. The LEA has goals for all students that should be accomplished before graduation. The AIG programs and services will show that these goals are addressed at a level that is appropriate for the diversity of the students cognitive, intellectual, social, and emotional levels. The AIG programs and services are designed to support the total instructional programs by meeting the student needs that are often different from the typical learner. This practice will be a maintained practice.

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

Description: The AIG programs and services will be implemented in a manner that is connected to the total instructional program. The students will receive educational and extracurricular activities that are provided for the typical learner. The AIG programs and services are intended to enhance the services provided in the total instructional program. Although the students can be successful in the regular education setting, the AIG program is designed to provide additional supports and services that will use the advanced level of learning with the students on a consistent basis. In addition, the AIG program will work with the classroom teachers in order to expose them to techniques and strategies that can be used to benefit the AIG student in the typical learning environment.

The AIG teacher and coordinator will meet regularly with the districtwide curriculum team in order to plan for the growth of the AIG student within the typical learning environment. The AIG teacher will also be involved in the school's development of the School Improvement Plan to act as an advocate for the AIG student and to encourage the schools to plan for growth of the AIG student.

The AIG students will also have a Personalized Education Plan (PEP) developed each school year to make sure that the classroom teachers are doing interventions that will support the differentiation of instruction in the regular classroom. The PEP will be reviewed two times per year with the parent and AIG teacher.

NA

NA

Planned Sources of Evidence: Student PEP

Curriculum meeting agenda

AIG plan

School Improvement Plan

Student DEP

Other Comments: NA

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The teachers, school administrators, and support staff will be informed about the delivery of differentiated services and instruction for AIG students, regulations, and the local AIG program and plan in order to build consistency and capacity in education and instruction. Making sure that the total school environment is aware of the programs and services of the AIG program will ensure that all stakeholders are working together to accomplish the goals of the program and LEA. This practice will be a maintained practice.

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

Description: Each year the AIG teacher will review the student's DEP with the parent and classroom teacher(s) in order to see if the services remain appropriate. It is at this time that the DEP can be revised for changes. A school administrator will be asked to be present for the meeting to make sure that all school resources are being considered.

Prior to finalizing the plan, input from the parents, teachers, and community will be solicited for comments and/or suggestions. After receiving approval of the school board, the AIG department will post the AIG plan on the school and district webpage. In addition, each school will house a copy of the AIG plan, policy, and regulations in a location that is accessible by all interested persons.

Parents will receive a copy of the AIG Handbook at least one time per year and any notification of changes will be provided in a timely manner. A parent update session will be scheduled each semester in order to bring information to the parents or review existing programs or services within the LEA.

NA

Planned Sources of Evidence: DEP review meeting

Website posting

Parent session registration

AIG plan

AIG Handbook

Other Comments: NA

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Communication among and between teachers and schools is essential in maintaining an effective continuation of K-12 services. There must be dialogue between schools as the students progress through grades in order to make sure that the AIG services are monitored and delivered consistently. This practice will be a focus practice.

Goals: The AIG teacher will monitor and maintain the student's AIG record. The teacher will make sure that the record is received at each school level, particularly in grades where the students change

school buildings.

AIG Coordinator/teacher will facilitate transition meetings to develop DEPs.

AIG Coordinator/teacher will provide yearly notification of services to teachers and schools.

Description: The AIG teacher and coordinator will conduct transition meetings at each school level as the students transition from each level. The transition meeting will include dialogue between the AIG and receiving teacher to discuss student strengths and progress along with effective and proven gifted instructional strategies which have worked well with each student in the AIG program. The AIG teacher will make sure that the student records are removed from the feeder school and delivered to the next level. The AIG records will be transferred with the student cumulative records. The process for delivering AIG records will be determined by the schoolwide AIG team at the end of the school year.

The AIG teacher will communicate with the school data manager and guidance counselor to make sure that the student records, electronic and hard copy, are received and kept in a secure and confidential location. The AIG records are to be kept separate from the student cumulative and/or Exceptional Children's record.

The AIG teacher will keep all records of students who are deemed to be high achievers in grades K-2. These records will be used in the identification and referral process once the students enter grade 3. These records can also be used in the development of the student's PEP.

NA

NA

Planned Sources of Evidence: Transfer of records document, School AIG meeting minutes

Other Comments: NA

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: Collaboration and involvement among regular education teachers, exceptional children teachers, other specialists, instructional staff, parent/families, and administrators is important to provide differentiated programming and services. This collaboration is necessary to give the students wraparound and consistent services for AIG students in their learning and home environment. This practice will be a maintained practice.

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

Description: The AIG teacher will participate in school wide staff meetings and other committee meetings to plan for the implementation of services for AIG program. The teacher will also collaborate with other school staff to sponsor districtwide competitions, participate in Governor's School and

DukeTip programs, and to build capacity for other extracurricular activities.

Collaboration between administrators, specialists, and other stakeholders will take place in order to provide differentiated programming and services to school staff who may be involved with the AIG student. The support for the school staff will be dependent upon the school needs in order to deliver quality instruction to the gifted learner. The staff will collaborate to plan for the provision of team teaching or co-teaching with the AIG teacher as necessary.

The AIG teacher will plan parent interactions and involvement activities in conjunction with other school programs and activities. The advisory board will meet regularly to submit ideas for programs and services based on the knowledge of the school resources and student needs.

NA

NA

Planned Sources of Evidence: School professional development and meeting agendas

Student activities calendar

Advisory board meeting minutes

Programs and service implementation documents

Other Comments: NA

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: School counseling personnel, classroom teachers, AIG teachers, parents/families, and others have to collaborate to address the social and emotional needs of the AIG students in the school and home. Each member may have invaluable information about the child and suggestions on how to best meet the needs. When implementing a strategy to address an issue, it is beneficial for all parties to work together to accomplish the goal. This practice will be a focused practice.

Goals: Each school will establish and maintain an AIG team in order to address student needs and the goals of the AIG program. The team may be comprised of a school administrator, school counselor, regular education teacher, AIG specialist, parent/family, and/or other school and community persons. The team will meet regularly to identify strategies to meet the needs of the students in academic, instructional, social, and emotional areas.

Provide tools and resources for teachers and families to support the social/emotional needs of AIG students.

Description: The schoolwide AIG team will meet regularly to discuss the programs and services provided to the students. The programs and services will be evaluated in order to determine if they were effective in meeting the student need. The team will also discuss activities that may address the social/emotional needs of the students and identify strategies that may be helpful to the students. The team should be advised of the activities that are specified in the DEP for planning purposes and

identifying strategies which may be implemented through other programs within the school.

NA
NA

Planned Sources of Evidence: Schoolwide AIG team meetings and agenda

Other Comments: NA

Practice H

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

This practice is a Focused Practice for 2013-2016.

Rationale: A process for accelerative instructional and placement options are needed to make sure that all schools are implementing consistent practices for identification and placement. The process should be discussed at every school level beginning with Kindergarten. This practice will be a focus practice.

Goals: Weldon City Schools will have a written policy to describe the process for accelerative instructional and placement options for a gifted learner.

Description: The AIG coordinator and teacher will research effective policies for accelerative instruction at each grade level beginning with grade 3. The AIG advisory board will review recommended policies and determine a most appropriate policy that will address the needs of the district. Once a policy has been developed, the written document will be shared at all school levels with staff, parents, and other stakeholders for review and comment. After the period of review, the policy will be submitted to the district Advisory Board for approval. The approved policy that describes the process for accelerative instructional and placement options for a gifted learner will be provided and kept on file at each school. The AIG coordinator and teacher will develop a brochure to explain the policy which will be a part of the AIG policy manual. The brochure will be updated as the procedures or policies change. Copies of the brochure will kept on display at each school and the WCS Central Office.

NA
NA

Planned Sources of Evidence: AIG policy manual
District AIG brochure

Other Comments: NA

Practice I

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

and twice-exceptional.

This practice is a Focused Practice for 2013-2016.

Rationale: The AIG program will provide services for traditionally under-represented AIG populations in order to offer consistent programs and address the needs for all students regardless of their circumstances. These services are necessary because some children may not be reaching their potential and have limited opportunities to learn. These students may not be recognized as gifted within the regular setting and need extra support to develop their gifted potential. This practice will be a focus practice.

Goals: Weldon City School will offer services to whole class environments in order to address the traditionally under-represented populations within the AIG program.
Provide professional development on recognizing and providing services that respond to the traditionally under-represented populations.

Description: The AIG program will offer the P.E.T.S. program for grade K through 2. This service will be provided within the regular classroom setting to all students. This program will provide thinking skills and strategies to all students. These students will be monitored for growth and identified as a high achiever in the lower grades. Being designated as a high achiever may lead to being assessed as a gifted learner.

The AIG teacher will facilitate a grade level screening during the second semester of Grade 2. This grade level screening will identify students who exhibit high achievement and ability which may lead to evaluation for the AIG program. The nomination and referral process will be implemented in grades 3-12 in order to identify the students who are recommended to be evaluated for the AIG program.

Students who meet the criteria for Honors or Advanced Placement classes will participate in advanced level classes at the middle and high school level. The AIG teacher will collaborate with regular classroom teachers in order to identify strategies that may offer differentiation to students who are high achievers and not placed in the AIG program. Students at these levels may also receive pullout from the AIG teacher for enrichment or enhancement projects.

Virtual Public Schools and dual enrollment classes are available to all students who exhibit academic capability to be successful.

NA
NA

Planned Sources of Evidence: School schedules
AIG screening schedules and results
AIG teacher schedule

Other Comments: NA

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: Children who are gifted need time with others who are similar to them in order to establish cognitive relationships and facilitate their academic and social growth. Many times they fail to bond with the typical student due their unique learning ability or social skills. This practice will be a maintained practice.

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

Description: The AIG program will provide opportunities for the students to develop cognitive, social, and emotional skills. The students will participate in competitive events within the school system, region, and state. The events will be designed to build problem solving, critical thinking, social skills, and interests of the students. Some activities include: Battle of the Books, Duke TIP, Governor's School, Creative Communication Poetry Contest, Debate groups, academic bowls, quiz bowls, student service projects, etc.

The AIG teacher and districtwide teams will facilitate the events along with parental involvement. The activities will be based on an interest inventory survey completed by the parents and students.

NA

NA

Planned Sources of Evidence: Student Activities Calendar

Parent and student surveys

Student interest inventories

Other Comments: NA

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: Weldon City Schools believes that the educational success of all students is based upon the collaborative involvement of the student, parent, school system and the community. This practice will be a maintained practice.

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

Description: The AIG program works to meet the needs of the whole child. Hence, effective communication must be conducted with the parents/families and community in order to access all available resources that will be beneficial to the students. The individual schools and district will sponsor activities that will be designed to improve communication and community relations. The district will conduct the following activities to meet the goals set forth for parental involvement and community relations.

- Provide a systemwide event to make sure that all stakeholders are kept abreast of the AIG programs and services.
- Sponsor Parent Night for enrichment and informational purposes
- Provide inservice training to the school staff on how to communicate effectively with parents
- Attend PTA/PTSO meetings in order to share AIG information
- Organize and support a local chapter of Partners for the Advancement of Gifted Education (PAGE)
- Provide collaboration with the community to form a community service program for student participation
- Publish and update the AIG brochure to provide awareness of information to parents
- Establish a volunteer program for student participation, such as field trips, mentor, preschool reading activities, etc.
- Develop a partnership with local businesses to provide educational enhancement experiences
- Submit articles to the local newspaper to showcase students' accomplishments
- Collaborates with schools to provide workshops for parents regarding AIG issues or to disseminate information
- Use community and families as members of the school and districtwide AIG team
- Establish relationships with Halifax Community College, Systems of Care, Communities in School, NC Partnership in Math and Science (UNC Chapel Hill) for the purposes of educational planning
- Use smartboard technology to build relationships in the global community and distance learning environments

NA

NA

Planned Sources of Evidence: AIG planning calendar
AIG brochure
Meeting agendas
Student portfolios of community events

Other Comments: NA

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: The success of the AIG program is dependent on the stakeholders involved within the program. It is necessary to keep all stakeholders informed of the events, activities, and issues within the AIG program in order to explore all possible strategies that will benefit the student growth. This practice will be a focused practice.

Goals: The AIG program representatives will host an annual meeting of stakeholders, which include students, parents/families, and community members, in order to share upcoming updates and information relative to the AIG program.
Schedule Parent Informational Meetings, DEP/IDEP meetings, AIG Advisory Board meetings, School-based AIG Committee meetings.
Create and disseminate Web pages, Brochures, Pamphlets, and Fliers

Description: The district will sponsor a Parent and Community event to share information about the program. The district will also sponsor regularly scheduled district wide meetings that will serve as a steering committee for the programs of AIG. This committee will review the goals of the program in order to ensure that all student needs are met. The committee will also plan for growth within the program. The committee will also review the AIG brochure annually to make sure that the most current information is included before distribution. The AIG webpage will be updated monthly to keep the most current information available to the public.

NA
NA

Planned Sources of Evidence: Event agenda
District wide meeting minutes
AIG brochure
AIG webpage

Other Comments: NA

Practice C

Involves stakeholders, reflecting the diversity of AIG parents/families and the community, in the

development, implementation, and monitoring of the local AIG program and plan.

This practice is a Focused Practice for 2013-2016.

Rationale: It is necessary to involve the stakeholders in the development, implementation, and monitoring of the local AIG program and plan to build capacity within the program and consistency for the students. This practice will be a focused practice.

Goals: The district will involve a variety of stakeholders in the development, implementation, and monitoring of the local AIG program and plan by seeking their input as the programs are developed and implemented.

Utilize opportunities to present information through civic organizations, faith communities, and other non-school forums.

Description: The district will provide surveys to the students, teachers, parents, and community stakeholders who are involved with the AIG program. The purpose of the survey is to solicit their input in regards to the development, implementation, and monitoring of the program and plan. Their input will be used as an evaluative instrument or an assessment tool to gauge the effectiveness of the services provided. An annual program evaluation survey will be distributed in May of each school year to assess the programs implemented during the school year. Event evaluations will be completed at the conclusion of each event sponsored by the AIG program. These evaluations will be used for planning of the next event or activity. The results of the surveys will be shared in the districtwide AIG meetings as future events are planned or services evaluated. The AIG advisory board will assist in data analysis and suggested revisions to the plan based on the collected data.

NA

NA

Planned Sources of Evidence: District wide meeting agenda

Event evaluations

Survey results

Other Comments: NA

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The parents/families and community should be informed of the opportunities available to AIG students on a regular basis so that they can provide support and assistance to the students on a consistent basis. This practice will be a maintained practice.

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

Description: The AIG program updates will be sent to parents/families and community stakeholders

in their native language. These updates will be sent in the form of a quarterly newsletter that will be created by the AIG students as a project monitored by the AIG teacher. The newsletter will be transcribed into other languages, as needed.

Communication will also be through AIG websites, Fliers, E-mails, Letters, Newsletters and Automated Phone calls.

NA

NA

Planned Sources of Evidence: AIG newsletter, fliers, parent contact logs

Other Comments: NA

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 Maintained Practice for 2013-2016.

Rationale: The partnerships with parents/families, institutions of higher education, local businesses and industry, and other stakeholders within the community will enhance and gain support for the AIG programs and services. These partnerships are important because they can lead to opportunities that will benefit the children as they leave high school. This practice will be a maintained practice.

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

Description: Parents will be encouraged to participate and volunteer with all programs and activities of the AIG program. The district will include parents/families and community members as part of the AIG Advisory Board, which will serve as the leading focus group in planning the activities of the AIG program. The Advisory Board will meet quarterly to assess the programs, services and activities of the AIG program for effective implementation. They will also monitor the timelines of the AIG plan to ensure that all timelines are being met. The board will conduct an annual program evaluation assessment to determine if the program and its activities are meeting the requirements set forth in the AIG plan. All events and activities will be shared with the parents/families and community to establish a relationship that will encourage involvement of the stakeholders. The AIG Coordinator will establish relationships with foundations that support education and share AIG information with the LEA's Public Relations Officer.

NA

NA

Planned Sources of Evidence: AIG Advisory Board meeting minutes

AIG planning calendar

Participation documents for meetings and activities

Other Comments: NA

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: The programs and services of the AIG program will be documented and approved by the LEA school board in order to assure that all requirements of the state board have been documented in accordance with state legislation and policy. This practice will be a maintained practice.

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

Description: The AIG program and services will be documented in the Weldon City Schools AIG plan. The plan will be developed with input from school staff, school and district administrators, parents and community members. The plan will be submitted by the AIG Coordinator to the Assistant Superintendent for Curriculum and Instruction for review before being submitted to the Superintendent and School Board of Weldon City Schools. The plan will be posted for community review before presentation to the school board. Once the plan is approved by the school board, the plan will be sent to SBE/DPI for review and comment.

NA

NA

Planned Sources of Evidence: AIG development and review calendar

AIG plan

School board minutes

Other Comments: NA

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The WCS AIG plan will be monitored for implementation of all AIG program components to ensure fidelity in implementation. The monitoring is necessary to guarantee that the students are receiving the services from the program that will achieve their maximum potential. This practice will be a maintained practice.

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

Description: The AIG Advisory Council will review the implementation of all AIG program components as described in the AIG plan quarterly. The Advisory Council will adhere to the timeline that was developed based on the plan for implementation for each standard and practice that were provided by NC state policy. An annual review of the LEA Plan for Gifted Education will be conducted by the Advisory Council to ensure the the components are being adequately addressed.

NA
NA

Planned Sources of Evidence: Advisory Council meeting minutes
LEA Plan for Gifted Education review documents

Other Comments: NA

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The funding allotted for the local AIG program will be used to provide the maximum instructional experiences for students within the AIG program. This practice will be a maintained practice.

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

Description: The AIG coordinator will monitor the use of funds that are allotted for the AIG program. These funds will be reviewed monthly with the WCS Finance Officer to ensure that the funds are being used for items that are included within the local AIG plan.

NA
NA

Planned Sources of Evidence: AIG fund budget reports

Other Comments: NA

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: The student performance growth and annual drop-out data for AIG students should be analyzed and shared in order to plan for issues that may come up with individual students. If the data

is analyzed the district will be able to identify trends within the data and formulate strategies to address any weaknesses in the program. This practice will be a focus practice.

Goals: The AIG Advisory Council will review the student performance growth and drop-out data annually for students being served by the AIG teacher and formulate strategies to address weaknesses for the next school year.

Gather, analyze and share AIG student growth and achievement data, including EOG, EOC, SAT, AP, ACT, PLAN and other qualitative data.

Disaggregate data regularly to determine AIG student needs.

Description: The AIG Coordinator/teacher will prepare and present a performance review to the AIG Advisory Council at the beginning of each school year. This data will be used to discuss trends within the Weldon City Schools district. The data will also be used to assess program effectiveness and formulate strategies on an annual basis. The data will be disaggregated by grade, gender, and other areas that may be helpful in planning.

NA

NA

Planned Sources of Evidence: Advisory Council meeting agenda and minutes

AIG teacher performance review documents

Student performance and drop out data

Other Comments: NA

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Students in under-represented populations are often misrepresented within the AIG program. It is necessary to identify these students as they develop into their gifted areas. These students will benefit from the services of the AIG programs as their academic performance improves. This practice will be a focused practice.

Goals: The AIG coordinator will monitor the representation and retention of under-represented populations within Weldon City Schools. Programs and activities will be implemented that are designed to target these students.

Develop professional development around this issue to ensure progress and clarify expectations of staff and schools.

Description: The AIG coordinator will monitor the AIG programs and activities that are implemented within the schools to make sure that they address the specific needs of students and not tailored to

address one category of student over the other. Data will be collected for all grade 2 students to identify high achievers who could be overlooked in a typical learning environment. Students in grades K-12 will be monitored through the use of districtwide benchmark assessments, schoolwide assessment programs and the use of the P.E.T.S. program to identify high achievers and students who could potentially qualify for the AIG program. Students who are identified as potentially under-represented will be monitored on a case by case basis to determine if interventions are needed to develop their academic skills.

NA
NA

Planned Sources of Evidence: Student performance reports
AIG teacher P.E.T.S. group student list
School and student assessment data

Other Comments: NA

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: AIG personnel should be knowledgeable of the current trends and research on how to educate and instructed students with gifted abilities. The staff should possess the credentials that are required according to the state of NC policy. This practice will be a maintained practice.

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

Description: The AIG teacher will have a valid and current AIG license issued by the state of NC or be working to achieve licensure as stated in the policies of Weldon City Schools. The AIG Coordinator will hold an valid and current license in the areas of education and administration. The personnel licenses will be kept in the Office of Human Resources at the Weldon City Schools District Administrative Offices. The personnel credentials will be reviewed annually by Human Resources to ensure that they are current.

NA
NA

Planned Sources of Evidence: Personnel licenses
Human Resource documentation

Other Comments: NA

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: 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 will be a focused practice.

Goals: The Weldon City Schools district will formulate and maintain an AIG Advisory Council in order to regularly review the programs and services offered by the AIG program.

Description: The AIG Advisory Council will be comprised of representatives in the following areas: parents/families of AIG students, AIG personnel and staff, community members, and other professional staff. The Council will meet quarterly in order to review the program Standards and practices included within the AIG plan to determine the effectiveness of the activities, instruction, and events. The Council will make recommendations for program improvement following the review of programs and services.

NA
NA

Planned Sources of Evidence: AIG Advisory Council meeting agenda and minutes
AIG Program review document

Other Comments: NA

Practice H

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

This practice is a Focused Practice for 2013-2016.

Rationale: Feedback is essential to planning an effective program that will provide successful experiences for student in the AIG program. This practice will be a focused practice.

Goals: The AIG program will be evaluated annually by the stakeholders of the program in order to plan for growth and progress.

Description: The AIG teacher will distribute a survey to the students, parents/families, teachers, and other stakeholders in order to assess the quality of the program. The information from the survey will be used to identify possible areas of weakness within the program. The information will be used to formulate strategies that will provide improved activities that will enhance the program's effectiveness.

NA
NA

Planned Sources of Evidence: AIG stakeholder surveys
AIG Program review data

Other Comments: NA

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: Multiple sources of data should be used as the AIG program is reviewed or revised. These data sources will provide valuable information that could be used in planning from future services. The data sources should be information relating to student performance, attendance, and programs and services. This practice will be a focused practice.

Goals: Create and maintain a parent suggestion box for changes.
Review data and determine if changes are needed to plan mid-cycle and make changes as needed to improve the plan.
Surveys for students and parents for the AIG program

Description: The AIG program will collect student performance data in the areas of reading and math, attendance, drop out, and also a list of interventions, strategies, programs, and services that have been sponsored by the AIG program.

Planned Sources of Evidence: AIG Plan
Student data
Surveys

Other Comments: NA

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale: The public needs to aware of the progress of students who receive services in the AIG program. The student data is central to the success or failure of the program. This practice will be a focused practice.

Goals: Share progress results of program evaluation and plan progress with everyone via Website, paper, brochures.
Share progress information with the Advisory Board, Central Office, Principals, Student Advisory Groups, Family groups, PTA, Students, Community groups, etc.

Description: The AIG department will collect student performance and other data that will reflect the completion of the practices and standards of the AIG plan. The data will be compiled into an AIG Annual Report that will show the trends within the data collected each year. The annual report will be posted in each school and provided for the AIG stakeholders. The data report will be distributed in three year cycles.

Planned Sources of Evidence: Brochures
Website
Documentation of meetings

Other Comments: NA

Practice K

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The rights of all AIG students should be protected by the school, its officials, and administrators. The AIG students are guaranteed specifically the rights that all children are afforded. The right to be educated in an environment that will offer them freedom and fairness is affordable and should be guaranteed within the school setting. This practice will be a maintained practice.

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

Description: The students within the AIG program will participate in programs and activities that are offered to all children. The advanced level of instruction that is provided to the AIG student will be given in a manner that will enhance their growth and development while in their classrooms. The school staff, in conjunction with the AIG teacher and coordinator, will monitor the fairness and equality of the treatment of the students within their classrooms. In addition, the AIG Advisory Board will monitor the policies, procedures, and practices as stated in the AIG plan to ensure that all the rights of the students are not violated or infringed upon. The student, parents, and stakeholder surveys administered by the AIG program will give valuable information that will alert the monitors of the program of possible areas of weaknesses within the programs and services. The parents and students in the AIG program will receive a handbook of the AIG guidelines and practices each year to inform them of the rights of students and the expectations of the program.
NA
NA

Planned Sources of Evidence: AIG Advisory Council Meeting minutes
Survey results
Student and parent rights handbook

Other Comments: NA

Glossary (optional):

Appendix (optional):

AIG Due Process Procedures.doc (*Appendix*)

AIG Commitment 2013.pdf (*Local Board Approval Document*)