

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

Approved by local Board of Education on: 17-JUN-13

LEA Superintendent's Name: Mr. Sean Bulson

LEA AIG Contact Name: Dr. Sylvia Mizzelle

Submitted to NC Department of Public Instruction on: JULY 03, 2013, 10:46:52

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

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

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

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

Wilson County Schools Vision for local AIG program: In pursuit of excellence, appropriate instruction for Academically/Intellectually Gifted (AIG) students is an integral part of the overall vision of Wilson County Schools. The AIG program seeks to inspire and develop individuals capable of questioning, learning, and succeeding in the 21st century. In order to provide a challenging educational environment that creates success for AIG students and in accordance with Article 9B of the North Carolina State Constitution the instructional program must be differentiated. Services should be carefully matched for the needs of individual students and periodically reevaluated. Interventions will be provided as needed. Students should graduate from Wilson County Schools, globally competitive for work and post-secondary education and prepared for life in the 21st century.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$617683.00	\$0.00	\$0.00	\$0.00

Table of Contents

Standard 1: Student Identification	3
Standard 2: Differentiated Curriculum and Instruction	11
Standard 3: Personnel and Professional Development	19
Standard 4: Comprehensive Programming within a Total School Community	25
Standard 5: Partnerships	33
Standard 6: Program Accountability	37

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 LEA has established procedures for providing consistent information to all school personnel, parents/families, students, teachers, and members of the community. Stakeholders survey results supported that the process to identify students as AIG is clear and equitable. Therefore, this is a maintained practice.

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

Description: -A brochure is available outlining the screening, referral, and identification processes for student placement in the AIG program. It is provided to school personnel, parents, families, students, and community members. See standard 1b for more details concerning the identification process.
-An AIG web page is maintained and is located on the Wilson County School's web page indicating the criteria for identification and upcoming events in order to keep stakeholders informed.
-AIG specialists continue to provide teacher training and hold annual parent meetings at the elementary and middle school levels to explain the screening, referral, and identification process and/or the review of student service options.
-Teacher training and parent meetings will be held during the school year.

Planned Sources of Evidence: -AIG brochure available on website and at schools meetings
-Web page (www.wilsonschoolsnc.net)
-Agenda, presentation, and teacher training sign-in sheets
-Annual review with parent signature on DEP
-AIG Newsletter (Bi-annually) starting Jan. 2013

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: The LEA uses multiple criteria to identify students for its gifted program. Currently, the LEA is focusing on the implementation of the nationally normed student achievement test and seeking a research based comprehensive observational instrument. The LEA will continue to explore options to provide research-based traditional and non-traditional assessments to be used for screening and identification. This practice is determined to be focused practice during this revision process.

Goals: To acquire and implement research-based traditional and non-traditional assessments to be used for screening and identification.

Description: -In order for a student to qualify to be in the AIG program, he or she will be evaluated in the following areas: aptitude, achievement, observation, student performance, and interest/motivation. A single area may indicate a need for screening. The identification process uses multiple types of data.

AIG Identification Requirements:

APTITUDE		ACHIEVEMENT		CREATIVITY		MOTIVATION
±85%	AND	±90%	AND	*	OR	*
<85%	AND	±95%	AND	*	AND	*

In order for a student to be identified as AIG they must score at or above 85th percentile on aptitude and at or above 90th percentile on at least one achievement test and documented evidence of creativity or motivation. If aptitude score is below 85th percentile, then they must score at or above 95th percentile on at least one achievement test and documented evidence of creativity and motivation.

If a student does not meet the above identification requirements, strong justification must be made in writing by the regular classroom teacher and AIG Specialist in order to identify a student as AIG, and the Site Review Team must all agree on the student's identification status.

-Further research and options will be explored to determine the best identification and service options for Intellectually Gifted (IG) students.

-Formal identification for AIG students in grades K-2 will be considered only if there is a clear demonstration of extreme need and student's ability to work two or more grade levels above current grade level.

-Grade or subject acceleration will be considered only if there is a clear demonstration of extreme need and student's ability to work one or more grade levels above current grade level. School administrators should consult with the Site Review Team, including AIG Specialists for recommendations. The AIG Specialist will consult with the regular education teachers to enrich, extend, and accelerate the curriculum at the current grade level before considering grade or subject acceleration.

-The LEA follows state board policy for Early Admission to Kindergarten, that is followed by Elementary Administrators.

-AIG Specialist will request parent permission to administer screening test(s).

- Each school has a Site Review Team that includes the principal, AIG specialist, counselor, and at least two classroom teachers. If a student is twice exceptional, the exceptional child's teacher will also serve on the committee.
- The Site Review Team will review data to provide a total picture of the student, using all four areas to make an informed decision of placement within one of the following areas: identification for AIG services, high achiever, observe and assess yearly, or no formal services recommended at this time.
- The High Achiever status will nurture students who do not qualify for AIG identification. They must have A's and B's on their report card and show either high creativity or interest in extra-curricular activities. This placement will help reach under-represented populations and give them an opportunity to be offered participation in extra-curricular activities. AIG Specialist will consult with classroom teachers on student progress.
- The Talent Pool status will consist of students who:
 - * Scored at or above 90th percentile on at least one achievement test the previous year, but have not taken an aptitude test.
 - * Are recommended by the regular education teacher and who have not completed the AIG identification process.
- The Wilson County AIG Coordinator will monitor the screening and identification process and sign each Differentiated Education Plan(DEP).
- In the 2013-2014 school year, screeners will be used to document students that may be eligible for AIG identification. Screeners list includes but not limited to the following: End-of-Grade Test, EVAAS, ClassScape, K-2 Assessment, etc.

- After screening is completed, the AIG Specialist will meet with parents to review the DEP and share the recommendations of the Site Review Team.
- When the Site Review Team cannot agree on one of the four decisions, the student information will be passed to the Wilson County Gifted Leadership team. (as detailed in Standard 5a)
- Services will be provided for the top ten percent of the student population, especially targeting schools with traditionally under-represented populations. (See Standard 1d for more information on services for under-represented populations.)
- AIG specialists will review test scores and meet with appropriate teachers within the first semester to establish a talent pool group that will consist of the students who are demonstrating a need for enrichment services based on performance from one or more of the following areas: EOG scores, teacher recommendation, and/or benchmark assessments.
- An aptitude test will be administered to individuals in the Spring, with testing materials on hand.
- The Otis Lennon School Ability Test (OLSAT-8th Edition) is an aptitude test used to measure cognitive ability for all talent pool students.
- A nationally normed achievement test will be administered to individuals in the Spring, with testing materials on hand.
- The Iowa Test Basic Skill(ITBS) will be used as an indicator for achievement starting the 2013-2014 school year.
- Other nationally normed tests as approved by the testing and accountability office will be used for assessment.
- ClassScape reports will be used at all levels as a way to determine the needs of differentiation for gifted students.
- Orleans Hanna Algebra Prognoses Test will be administered to 6th and 7th grade students who are enrolled in Pre-Algebra.
- LEA will continue to explore comprehensive observational instruments to help identify students.
- Monthly collaborative meetings of AIG Specialists will continue to be scheduled.

-AIG Specialists will conduct teacher training to share screening, referral, and identification procedures at the Elementary and Middle School levels.

-A brochure and website will be available. (See standard 1a for more details)

-LEA will continue to seek a research-based comprehensive observational instrument, to help identify students.

-The Education Value Added Assessment System (EVAAS) will be used to determine mathematics placement at the middle school level. This data system uses EOG testing data to predict a student's probability of academic success in Algebra I.

-Administrators will place students without an EVAAS predictor in mathematics tiers based on teacher recommendation, grades, and test scores. (AIG Specialists will assist the schools with these decisions.)

-The student identification process will be enhanced with documentation of work samples that include products, other assessments, achievements, and extra-curricular activities.

Planned Sources of Evidence: -Testing materials and resources (ITBS, OLSAT, etc.)

-Site Review Team Meeting Documentations

-Testing data and EVAAS data

-Differentiated Education Plan (DEP)

-AIG specialist meetings and notes

-WCS AIG Identification Chart (Appendix)

-Brochures will be used as outreach to under-represented populations. Share with churches/ civic groups the criteria for AIG identification

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: The LEA has recognized this as a weakness and although we have multiple criteria to identify students as gifted, data suggests that the numbers of under-represented populations across all groups could be increased. The LEA will foster collaboration between all instructional departments which include ESL, EC, and AIG to increase awareness and service options for diverse student populations. A district-wide effort is needed to achieve these goals. Therefore, this is a focused practice.

Goals: To administer non-biased assessments as a part in the identification process in order to fairly and accurately identify students, especially targeting schools with under-represented populations.

Establish collaboration between Instructional Services departments (EC, ESL, Title I) to increase knowledge among all personnel about characteristics of gifted children from all populations.

- Description:** -The LEA will offer professional development to prepare classroom teachers to meet the needs of diverse learners through advanced content and differentiation.
- AIG specialists will review test scores and meet with appropriate teachers within the first semester to establish a talent pool group that will consist of the students who are demonstrating a need for enrichment services based on performance from one or more of the following areas: EOG scores, teacher recommendation, and/or benchmark assessments.
 - Identification at the middle school level will be on an as needed basis.
 - The Site Review Team will review data to provide a total picture of the student, using all four areas to make an informed decision of placement in one of the following areas: identification for AIG services, high achiever, continue to observe and assess, or no formal services needed at this time.
 - Services will be provided to students who are identified as gifted or as high achievers. This will help provide services for the top ten percent of the under-represented students that may be identified as high achievers.
 - The LEA will collaborate with ESL and EC departments to create professional development to increase awareness of the under-represented populations.
 - The LEA will improve the numbers of under-represented populations who are served by AIG Specialists (talent pool, high achievers, and identified). Annual tracking will begin in the 2013-2014 school year by reviewing data twice a year.

Planned Sources of Evidence: -EVAAS and other testing data

- DEP with traditional and non-traditional testing data
- Comprehensive observational instrument
- Documentation of professional development
- Annual tracking of under-represented populations

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The LEA has consistent and clear identification procedures that ensure equity across the county.

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

Description: -In order for a student to qualify to be in the AIG program, he or she will be evaluated in the following areas: aptitude, achievement, observation, student performance, and interest/motivation. In the event that a signal indicator reveals a need for services, multiple criteria will be used to further evaluate a student.

- AIG Specialists will request permission for parents to administer an intelligence test.
- Each school will have a Site Review Team that includes the principal, AIG specialist, counselor, and at least two classroom teachers. If a student is twice exceptional, the exceptional child's teacher will

also serve on the committee.

-The Site Review Team will review data to provide a total picture of the student, using all five areas to make an informed decision of placement in one of the following areas: identification for AIG services, continue to observe and assess, or no formal services needed at this time.

-The Wilson County AIG Coordinator will monitor the screening and identification process and sign each Differentiated Education Plan.

-After screening is complete, the AIG Specialist will meet with parents to review the Differentiated Education Plan and share the recommendations of the Site Review Team.

-A record of transition between levels for AIG folders will be kept and monitored by AIG Coordinator.

-The procedures for DEP support documentation are consistent throughout the county.

-The LEA consistently reports identified students to the State for local headcount.

-AIG Specialists meet monthly to ensure consistency in screening and identification procedures.

Planned Sources of Evidence: -AIG folders with DEP

-Transition Record/ AIG Headcount

-AIG specialist meeting and notes

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The LEA has forms and policies in place for safeguarding the rights of AIG students, handling transfer students, and reassessment procedures.

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

Description: A "Statement of Rights of AIG Students and Parents/Guardians" will be presented to parents/guardians at the time of signing the Differentiated Education Plan (DEP), which will outline the "Procedures to Resolve Disagreement with Gifted Program Options."

Procedures to Resolve Disagreement with Gifted Program Options:

1. The first procedure should involve a conference with the parent, classroom teacher, and/or specialist to resolve the issue.
2. If the issue is not resolved, a conference with the principal should be scheduled.
3. If a disagreement persists, the Coordinator for the Academically Gifted Program Coordinator is consulted.
4. If the issue is not resolved at this level, a conference with Assistant Superintendents/ Superintendent should be arranged.
5. If no resolution has been made, the Board of Education reviews the issue.
6. If resolution is still pending, the parent has the right to petition an Administrative Law Judge whose

decision is final.

See Procedures to Resolve Disagreements flow chart in the Appendix

- Those previously identified through another district in North Carolina should be reviewed by the AIG Specialist and Site Review Team to determine service options in accordance with our county procedures.

-Students transferred from another state with an aptitude score in place should be administered a nationally normed achievement test to meet the other criteria for identification.

-Students transferred from another state without an aptitude score should be administered an aptitude test and a nationally normed achievement test.

-The LEA will readminister a standardized aptitude test to a student that shows a renewed need for further evaluation.

Planned Sources of Evidence: -Statement of Parental Rights Flowchart located on the Wilson County AIG website (Appendix)

-Copies of Transition form

-AIG Folders

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

Currently the AIG program maintains documentation that explains the identification processes and service options for AIG students. Annual reviews are conducted at all levels to ensure appropriate services.

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

Description:

-AIG Specialists will collaborate to ensure that annual reviews are consistent countywide.

-Reviews will be held annually with parents/families.

-Parent conferences will be scheduled to discuss the changes in the DEP.

-An intervention plan can be established for identified students performing below ability level.

Planned Sources of Evidence:

-DEP

-Annual parent meetings

-Intervention Plan

-AIG folder

Other Comments:

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: LEA program evaluation with the Gifted Leadership Team meeting revealed that this area was one of the practices needing improvement. The stakeholders discussed the need for more collaboration between the AIG Specialists and the regular classroom teachers to increase rigor in the classroom. As a result, this is a focused practice.

Goals: To offer challenging, rigorous, and relevant curriculum designed to meet the intellectual, social, and emotional needs of gifted learners in grades K-12.

To accelerate the learning pace and maximize the intellectual development of gifted learners by using advanced content and differentiated instruction methodologies.

Description: -AIG specialists assigned to K-12 schools will work with teachers and staff on how to offer differentiation in the classroom so that all AIG students will receive the rigorous instruction they deserve on a daily basis.

-Continue to use Primary Education Thinking Skills (PETS), or another research-based thinking skills program for K-3 teachers in regular classrooms for potentially gifted students.

-Determine the number of AIG students taking classes via virtual high school and encourage more students to participate.

-Increase the number of students enrolled in Advanced Placement and/or IB courses.

-Encourage AIG students to participate in extra- curricular contest and opportunities to enrich student learning.(See standard 4a for more details)

-AIG Specialists and regular classroom teachers will work to provide enrichment and extension resources to support the Common Core and NC State Standards.

-High school AIG students will participate in Career/college Promise Program and accelerated classes for enrichment opportunities.

Planned Sources of Evidence: -Research-based inventories

-Professional Development sign-in sheets

-Differentiated lesson plans, curriculum units and activities

- AIG testing data

-Student portfolios from thinking skills program

-Supplementary Instructional Resources: STAR Reading Assessment, Accelerated Math, Hannah Orleans, PETS

-Enrollment data for AP and IB classes, Career and College Promise Courses

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: According to the stakeholders survey, teachers identified the need to have more collaboration with AIG Specialists to plan differentiated instruction for gifted students. In addition, interest surveys will be used to address learning styles. This area needs continued growth, therefore it is a focused practice.

Goals: As an effort to provide optimal service options, gifted students will be administered research-based interest and learning style inventories.

To accelerate the learning pace and maximize the intellectual development of gifted learners by using advanced content and differentiation.

Description: -To explore, find, and implement research-based interest inventories and learning style inventories and provide the information to teachers to use in their planning.

-This professional development will provide appropriate instructional strategies based on the needs, abilities, interests, and learning styles of gifted learners.

-AIG Specialists assigned to K-12 schools will work with teachers and staff on how to offer differentiation in the classroom so that all AIG students will receive the rigorous type of lessons they deserve on a daily basis. This professional development will provide appropriate instructional strategies based on the needs, abilities, interests, and learning styles of gifted learners.

-AIG specialists will attend conferences, workshops, classes, and seminars to become more knowledgeable of current trends in gifted education.

-AIG specialists will offer teacher training for staff members at each school on effective instructional practices to meet the needs of gifted learners.

-PLC meetings will allow for collaborative planning between regular classroom teachers and AIG specialists.

-A transition process takes place between elementary to middle and middle to high school to ensure a smooth transition, in regards to students' class schedules being in compliance with AIG services.

Planned Sources of Evidence: -PLC notes from meetings and/or agenda

-Examples of collaborative differentiated lesson plans

-Research based interest surveys such as True Colors Personality Test

-Learning style inventories

-Conference notes and agendas

-AIG Transition form

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: Based on LEA program evaluation and stakeholder survey this area was one of the practices needing significant improvement. As a result, this is a focused practice and the LEA would like to strive to provide a variety of research based resources to create a rigorous curriculum and foster student growth.

Goals: To acquire research based resources and instructional materials that can be used by regular classroom teachers and AIG specialists. The LEA will continue to find resources to create a differentiated curriculum bank at each school.

Description: -To acquire research based resources such as:

- Junior Great Books
- Accelerated Math and Accelerated Reader
- Thinking Maps
- William and Mary Units
- Revised Blooms Taxonomy
- Socratic Seminars
- Reading Workshop: Guided Reading and Literature Circles (K-8)
- Hands On Equations
- AIMS
- NC AIG wiki website
- RTI for AIG students
- Response to Intervention (RTI)for AIG students
- Resources currently beign used in WCS
- Professional Development for AIG Specialists on any programs listed above that are implemented.
- Renzull: Learning

Planned Sources of Evidence: -Professional Development Resources

- Student work samples
- AIG participation certificates

Other Comments:

Practice D

Fosters the development of 21st century content and skills by infusing the following at an advanced level: high-level content for global awareness, civic and economic literacies, and health awareness; critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems, and operations in challenging research contexts;

creativity and innovation; real-world learning in local, regional, and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.

This practice is a Focused Practice for 2013-2016.

Rationale: The stakeholder survey identified these areas of weakness in regards to 21st Century content and skills at an advance level: global awareness, civic/economic literacy, applied information/media literacy, real world learning, and applied life skills/health awareness. Therefore, there is a clear need for this to be a focused practice.

Goals: -Continue collaboration between AIG Specialists and classroom teachers to create technology problem based learning.

-With the assistance of the AIG program, the LEA will promote advanced level content and 21st Century skills into the regular classroom.

-AIG Specialists will participate in professional development that promotes 21st Century learning.

-Research and purchase materials that promote 21st Century learning.

Description: - The LEA has assigned curriculum/technology facilitators to increase the integration of 21st Century skills in the classroom.

- Middle school project that includes providing one-to-one iPad implementation.

- Selected Elementary schools also are included in the one-to-one initiative with iPad instruction.

- Continue to participate in monthly AIG meetings to develop strategies and best practices for integrating 21st Century skills into the classroom.

- The skills and strategies obtained by AIG Specialists through professional development will be shared with regular classroom teachers.

Planned Sources of Evidence: Lesson Plans

Professional Development

AIG meeting agenda and minutes

Webpages

Technology products

PLC meetings with teachers

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: The LEA recognizes for growth to occur in gifted students differentiated instruction must be driven by data. It is important to focus on this practice as a priority for our district to increase student growth in our gifted population.

Goals: -To use data to guide instruction and promote student growth.

-A direct correlation between assessment results and classroom differentiation and instruction should be evident.

Description: - The LEA uses state and local assessments that include: ClassScapes, EOG, and will be able to use OLSAT, ITBS, MSL's, EVAAS data.

- The collection of this data will be used to provide differentiation to the gifted students, identify professional development needs, and to aid in the purchase of resource materials.
- Informal data would include PETS data, student work samples, teacher observation, and interest inventories.
- Data should be shared and used during grade level PLC's to drive instruction.

Planned Sources of Evidence: -District assesment data (EOG, benchmark, EVAAS)

- Lesson plans
- PLC notes
- Formal testing data (EOG,etc.)
- Informal testing data(benchmark)

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: The LEA acknowledges that gifted students have distinctive social and emotional needs and there is a need for further work and collaborative, focused planning to support parents, counselors, and teachers in recognizing and meeting those needs.

Goals: -To develop and implement a gifted leadership team that supports the social, emotional, and academic needs of gifted students.

- Locate and share resources to provide strategies to meet the social and emotional needs of gifted learners.
- Continue to encourage gifted learners to participate in extra curricular activities for enrichment.

Description: -The Gifted Leadership Team (GLT) consist of parents, principals, counselors, EC representative,

- literacy specialist, and directors of elementary, middle, and high schools has been created to discuss the AIG program,
- The gifted leadership team will meet, discuss areas of concern, and advocate for learners in all areas.
- The AIG Specialists will research and study information concerning social and emotional needs of gifted learners in order to prepare professional development for classroom teachers and counselors to encourage effective strategies to meet the social and emotional needs of gifted learners.
- Continue to research resources that will support the social and emotional needs of gifted learners.
- Provide a variety of extra-curricular activities that allow students meet and work with gifted peers.

- Annual meeting with parents offer opportunities for discussion about the emotional and social needs of their child.

Planned Sources of Evidence: GLT Roster
Professional Development Agenda/Sign In Sheets
List of extra-curricular activities
Conference forms
Club and academic competition rosters
Parent meetings

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Survey data from our stakeholders indicates that the LEA is adequately serving K-3 students through the PETS program. However, funding and schedule issues need to be addressed so AIG Specialists are given additional time serve their schools.

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

Description: -Students who have shown gifted qualities in K-3 will be formally monitored and tracked through portfolios using Primary Education Thinking Skills (PETS), or another research-based thinking skills program.

-AIG Specialists rotate among K-3 classrooms to provide whole group lessons followed by small pull out groups that demonstrate high ability.

-AIG Specialists will partner with the classroom teachers to develop differentiated lessons.

-Continue to research other K-3 resources to reach high ability students such as USTARS and the AIMS program.

-Maintain documentation of students that have participated in the PETS program to track future AIG identification.

Planned Sources of Evidence: -PETS books for Grades K-3

-PETS data collection on participating students

-Examples of differentiated lessons and resources

-Work samples

-AIG schedules

Other Comments:

Practice H

Ensures collaboration among AIG personnel and other professional staff, including exceptional

children's personnel and others related to AIG students, to develop and implement differentiated curriculum and instruction.

This practice is a Focused Practice for 2013-2016.

Rationale: All AIG Specialists serve students at more than one school. Therefore, lack of planning time inhibits this collaboration between AIG Specialists and other personnel. This is a focused practice because this is an area that needs immediate attention.

Goals: -To strengthen our Professional Learning Communities to provide effective collaboration that will include other professional staff which may include: EC, ESL, Curriculum Facilitator, Literacy Specialist, and Technology Facilitator.

-The LEA hopes that funding will become available so that all AIG Specialists can serve only one school.

Description: -AIG Specialists will work towards collaborating at their school with staff members who are directly involved with gifted learners.

-Common planning times need to be scheduled to allow collaboration.

-Currently the AIG Specialists communicate with other professionals through email or other technology.

-Principals will develop, monitor, and encourage staff participation in the gifted program.

Planned Sources of Evidence: -PLC agenda and notes

-Email communication

-Master schedules

-Staff meeting agenda

Other Comments:

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The LEA identifies AIG students through a Differentiated Education Plan (DEP) that matches the appropriate service delivery options. This will be a maintained practice and the LEA will continue to annually ensure effective programming, continuum of services, and school transitions.

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

Description: -The DEP includes documentation for annual reviews, as well as the identification data.
-Annual reviews will be held during each school year.

2/4/2014

- At each annual review the AIG Specialist and parents/family will review the student's work, determine the appropriate level of AIG services, and discuss key transitions between school levels.
- AIG Specialists meet as a team each year to facilitate a smooth transition at key grade levels.

Planned Sources of Evidence: DEP

Annual parent signature on DEP
Transition Form
AIG agenda and minutes

Other Comments:

Standard 3: Personnel and Professional Development

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: The LEA currently has an AIG Coordinator who has established a group of licensed AIG Specialists that plan, develop, revise, and monitor the local AIG plan. The AIG Coordinator also serves in other capacities in the district with ongoing consultation with the AIG Specialists. The LEA will continue to focus on this practice to meet the goal of having a licensed AIG Coordinator.

Goals: The AIG Coordinator will oversee the implementation and the evaluation of the Wilson County AIG Program in order to create uniformity.

Description: AIG coordinator will oversee the implementation and the evaluation of the Wilson County AIG Program as follows:

- *serve as chair on the Gifted Leadership Team
- *coordinate professional development in areas concerning gifted students
- *consult with administrators/AIG Specialists to monitor the AIG program at the school level
- *make budget recommendations for teacher training, resources, testing materials, etc.
- *keep abreast and disseminate information on trends, issues, methods, and policies by attending meetings/conferences
- *create public awareness concerning AIG program and the need for differentiation
- *evaluate the progress of the AIG program
- *serve as liaison between parents and schools
- *present information about the AIG program to the senior staff and all administrators

Planned Sources of Evidence: -AIG meeting agenda and minutes

- Online Professional Development System (HRMS)
- Conference attendance
- Principal meeting agenda and minutes
- AIG webpage
- Brochure

Other Comments:

Practice B

Ensures that AIG-licensed specialists are engaged in tasks which explicitly address the academic,

intellectual, social, and emotional needs of gifted learners.

This practice is a Maintained Practice for 2013-2016.

Rationale: The LEA employs AIG Specialists who are AIG-licensed or in the process of obtaining their AIG license that guide, plan, develop, implement, revise, and monitor the Wilson County AIG program. AIG Specialists are qualified to meet the academic, intellectual, social, and emotional needs of gifted learners.

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

Description: AIG Specialists' responsibilities will include, but are not limited to:

- *serve as chairperson of Site Review Team
- *provide support and resources for teachers, principals, and Central Office staff
- *provide direct support/service to gifted students
- *nurture high achievers/talent pool students
- *help develop DEPs and assist in screening/identifying students
- *monitor AIG headcount
- *collaborate with regular education teachers to differentiate instruction
- *conduct school level awareness sessions/professional development
- *inform parents and students of special opportunities available to students
- *keep webpage and brochure up to date
- *meet with parents annually to review DEPs as well as address social and emotional needs
- *attend grade level parent conferences as needed to address the needs of gifted students
- *encourage parent volunteers for the AIG program
- *conduct monthly meetings to research, develop, and share consistent program resources
- *administer testing
- *continually revise and monitor Wilson County AIG plan
- *gather sources of evidence to document growth of the AIG program
- *create an open line of communication within all stakeholders
- *assist with transitions between elementary to middle school and middle to high school to counsel about accelerated curriculum options
- *refer AIG students to Guidance Counselor as needed to meet the social and emotional needs
- *manage county-wide enrichment opportunities

Planned Sources of Evidence: -Site Review Team meeting minutes

- DEPs
- Professional Development sign-in sheets
- Resources and evidence that includes: PowerPoint presentations, AIG webpage, brochure, and lesson plans
- Monthly AIG Specialist meeting minutes
- Testing resources and data
- Transition form

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: This is a focused practice because improvement needs to be made so that all stakeholders will have current information and the support necessary for working with the gifted population.

Goals: Strategic and focused professional development is needed to maximize AIG student achievement and growth.

During the 2013-2016 plan cycle, the Gifted Leadership Team (GLT) will prioritize and identify specific areas on which to focus professional development to all personnel that work with gifted students.

The LEA will design and implement the GLT's plan for professional development.

By the end of this cycle, all personnel working with gifted students will have completed this professional development.

Description: -AIG Specialists will attend professional development sessions outside of the county in order to train personnel working with gifted students.

-AIG Specialists will conduct summer workshop sessions on differentiation, technology, characteristics of gifted learners, and instructional strategies and will expand and continue these sessions throughout the next plan cycle.

-The LEA is exploring partnerships with universities/colleges and neighboring counties to share professional development initiatives.

-The stakeholders survey identified the areas of co-teaching strategies, AIG identification process, and differentiation strategies for professional development needs that will be shared with the GLT to help prioritize topics.

-Professional development could include: differentiation strategies, social and emotional needs, under-achievement, characteristics of gifted learners, and inquiry based learning.

Planned Sources of Evidence: -GLT agenda and minutes

-Online professional development system

-Stakeholder survey results

-Professional development session sign-in sheets and presentations

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: All teachers who serve AIG identified students need professional development to prepare them to provide appropriate differentiation on a daily basis, but due to budget restraints professional development is an area of weakness for the LEA. This focused practice will be a priority throughout this plan cycle.

Goals: A consistent county-wide plan needs to be development regarding placement of AIG students in the regular classroom.

Each school will work towards having classroom teachers that have met the requirements listed in practice (3c) pending district-wide training opportunities.

Description: -After professional development and requirements are in place, administrators will be encouraged to place AIG students with regular classroom teachers who have completed professional development mentioned in practice (3c).

-The Elementary and Secondary Directors will encourage administrators to promote the professional development mentioned in practice (3c) among their staff.

-AIG students in grades 9-12 are encouraged to take advanced coursework under teachers who have had training in programs such as Honors, AP, and IB.

-Teachers in grades 7-8 are encouraged to participate in professional development and requirements mentioned in practice (3c).

Planned Sources of Evidence: -Professional development online system

-Teacher credential rosters

-Student rosters

-Principal meeting agendas and minutes

-Professional development sign-in sheets and presentations

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Professional development opportunities are offered in the county, but an emphasis on aligning district initiatives with local AIG goals needs to be a priority. The LEA will be a focused practice during the next plan cycle.

Goals: The AIG Coordinator will work with other district level staff to provide professional development opportunities that are aligned with AIG program goals.

Priority will be placed on professional development and learning activities for classroom teachers who address differentiated instruction for gifted learners.

Description: -Professional development for classroom teachers could be focused on, but not limited to, the list in practice (3c).

-The AIG Coordinator will encourage administrative level staff to align district and school level professional development with AIG goals.

Planned Sources of Evidence: -Professional development sign-in sheets and presentations

-Professional development online system

-Principal and Executive Staff meeting agenda and minutes

-PLC agendas/ minutes

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: The North Carolina Teacher Evaluation System has placed a greater emphasis on differentiation, collaboration, 21st Century skills, and improving educational programming all which tie directly into the NC AIG program standards. As a result, this practice will be a focused practice based on the GLT meeting minutes.

Goals: -The LEA uses research-based resources to design professional development that meet the state and/or national teaching standards.

Description: -AIG Specialists participate in implementing professional growth opportunities at assigned schools to improve gifted education.

-The AIG Specialists follow new developments from gifted organizations such as American Association for Gifted Children, North Carolina Association of the Gifted and Talented, and the Association for the Gifted in order to share current trends and best practices in gifted education with other staff.

-AIG Specialists purchase research based resources to share with other staff.

-When planning professional development, the North Carolina Teacher Evaluation System requirements will be used as a guide.

Planned Sources of Evidence: -Professional Development online system

-Professional development sign-in sheets and presentations

-AIG specialist minutes/agenda

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: In our program evaluation, this area was a practice that needed improvement. As a result, this a focused practice because stakeholders agree it vital to provide time and resources to plan, implement, and refine applications of professional development for AIG Specialists and classroom teachers.

Goals: To schedule common planning times for AIG Specialists and other personnel.

AIG Specialists attend training at district initiatives as a resource to provide opportunities for collaboration.

Description: -AIG Specialists meets monthly to share ideas and best practices and discuss challenges and successes. During this meeting latest trends in gifted education are explored.
-AIG Specialist will share information regarding gifted education discussed at monthly meeting.
-AIG Specialists collaborate on lessons plans, co-teach, and apply professional development skills learned through training.
-Embed cooperative planning into professional development.
-Administrators will design master schedules that will enable common planning between AIG Specialists, regular classroom teachers, and other instructional staff.

Planned Sources of Evidence: AIG Specialist monthly meeting agenda and notes

Examples of products from collaboration

Online professional development system

Professional development sign-in sheets and presentations

PLC meeting notes

School master schedules/ teacher schedules

Other Comments:

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The LEA continues to offer a variety of services to meet the academic and intellectual needs of gifted students, but a continued effort is being made to meet the social and emotional needs of gifted students.

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

Description: -AIG students are served by a licensed AIG Specialists who collaborate with the regular classroom teachers to provide differentiated lessons in students' identified area of reading and/or math.

-Services offered could include the following:

- *general exploratory
- *classroom centers
- *tiered assignments
- *curriculum compacting
- *advanced content
- *distance learning
- *pull out program
- *cluster grouping
- *subject grouping
- *cross grade grouping
- *internships
- *cross blocking

-The LEA strives to include research-based programs that match the services offered.

-The LEA works collaboratively with school counselors to provide social and emotional services for gifted learners.

Planned Sources of Evidence: -Lesson plans

-DEP that show services offered

-Interest inventories

- Student portfolios
- AIG website/ Newsletter

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The LEA identifies K-12 students based on identification areas of reading and/or math. The identification process has been enhanced to match the goals and resources of the program. Therefore, this is a maintained practice.

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

Description: -Ongoing collaboration among AIG Specialists, classroom teachers, and other personnel to ensure the needs of gifted students are met.
-Include service options on DEP and review annually with classroom teachers and parents to ensure services are appropriate for each student.
-Monitor student performance data to determine the most appropriate service options for each student.
-High school students self-select their courses based on their academic needs.
-Acquire research-based supplemental materials to meet the needs of gifted students.

Planned Sources of Evidence: -Lesson Plans

- DEP
- DEP Annual Reviews
- Student performance data
- High School course offerings

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: In our program evaluation with the GLT this was an area that needed significant improvement. As a result, this is a focused practice because a total connection of the AIG program to the instructional program is vital to prepare all students for the 21st Century.

Goals: AIG Specialists, classroom teachers, counselors, and other personnel connect and enrich the Standard Course of Study through common instructional goals.

District level professional development should include instructional strategies to support the AIG program.

Description: -School improvement plans should include AIG goals.

-AIG Specialists should have input on school improvement plans.

-District level professional development coordinators will strategically incorporate AIG goals in planning district wide initiatives.

-Our program goals and services are aligned with the Standard Course of Study to provide rigor and enrichment to students based on needs.

Planned Sources of Evidence: -School Improvement Plans

-Online professional development system

-Professional development sign-in sheets and presentations

-AIG Plan

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Teaching gifted students must be everyones responsibility including principals, regular classroom teachers, and support staff; therefore, efforts have been made to inform all stakeholders how to meet the needs of gifted learners.

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

Description: -The AIG Coordinator shares with principals the expectations for the delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan, who then shares with the regular classroom teachers and support staff.

-AIG Specialists will share any AIG plan changes with the staff at their schools.

-The AIG plan is posted on the county website.

-The GLT has been formed and will continue to meet on a regular basis to keep abreast of all current AIG program goals and services.

Planned Sources of Evidence: Principal Meeting Agenda and Notes

School Staff Meeting Agenda and Notes

GLT meeting agenda and notes

AIG Plan on district website

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The LEA recognizes the need for improved communication between AIG Specialists and classroom teachers at key transition points.

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

Description: -The LEA will hold transition meetings with parents, teachers, and counselors in order to determine appropriate services for students.

-Fifth grade teachers communicate with sixth grade teachers in order to ensure a smooth transition from elementary to middle school in regards to their class schedules in compliance with AIG services.

-Middle school AIG Specialists collaborate with high school counselors in order to ensure a smooth transition from middle to high school in regards to their curriculum options.

-Elementary AIG Specialists and Middle School AIG Specialists will collaborate to address proper academic placement.

Planned Sources of Evidence: -AIG Transition form

-Class schedules of gifted students

-IB information handout

-High school comprehensive curriculum guide

-DEP

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: The LEA encourages collaboration among regular education teachers, AIG Specialists, and administrators. However, more time needs to be set aside so that AIG Specialists, regular education teachers, and instructional staff can meet the needs of gifted students'. A continued effort needs to be made to include parents/families in the AIG program.

Goals: To increase collaboration among teachers, EC and ESL teachers, AIG Specialists, other instructional staff, parents/families, and administrators to provide differentiated programming and services.

To schedule common planning times for AIG Specialists and other personnel.

Continue to hold county wide parent events to increase parent involvement which can include information sessions, feedback, presentations, student accomplishments.

Description: -The Gifted Leadership Team (GLT), which consists of parents, principals, counselors, administrators, EC representative, Literacy Specialist, interested community members, and directors of elementary, middle, and high schools will meet regularly to discuss and improve the AIG program.
-The GLT will ensure that the LEA is offering differentiated programs and services.
-See standard 5a for more details on the GLT.
-See Standard 3 for more details regarding professional development goals that will encourage and allow an increase in collaboration.
-Efforts to plan more county wide parent events to encourage and allow for parent participation in the AIG program.
-Administrators will design master schedules that will enable common planning between AIG Specialists, regular classroom teachers, and other instructional staff.

Planned Sources of Evidence: -Gifted Leadership Team meeting agenda minutes

- AIG website
- School Master schedules
- Parent event sign-in sheets, agenda, and presentations
- Online professional development system
- Professional development sign-in sheets and presentations

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: The LEA will like to increase knowledge about social and emotional needs of gifted students so they can be understood and addressed. This will be a collaborative effort between the counselors, AIG Specialists, classroom teachers, and parents/families.

Goals: The LEA needs to include the social and emotional needs of gifted students in professional development opportunities.

AIG Specialists will attend professional development that specifically addresses the social and emotional needs of gifted learners.

AIG Specialists and counselors collaborate to establish resources that will help promote social and emotional well being of gifted students.

Description: -AIG Specialists refer gifted students who have social and emotional needs to the school counselor.

-Provide extracurricular activities to promote social and emotional well being.

-AIG Specialists increase awareness of social and emotional needs with parents through newsletters, conferences, and county website.

-AIG Specialists and counselors will collaborate to create research based resources that promote social and emotional well being of gifted students.

-District level professional development personnel need to integrate social and emotional needs of gifted learners in professional development offerings.

-AIG Specialists will seek opportunities for professional development based on social and emotional needs at conferences.

Planned Sources of Evidence: Online Professional Development system

Professional development sign-in sheets, agendas, presentations

Extracurricular activities

Social and emotional resources

AIG Conferences

Newsletters

AIG webpage

Other Comments:

Practice H

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

This practice is a Focused Practice for 2013-2016.

Rationale: Some students may require accelerated services. Therefore, the LEA will investigate options for setting guidelines for the identification and process of subject and grade acceleration when an appropriate body-of-evidence has been established for an individual gifted learner.

Goals: The LEA will look into establishing guidelines for the identification and process of subject and grade acceleration for students who demonstrate a clear need for services.

AIG Specialists will develop suggestions for what body-of-evidence demonstrates a clear need.

Description: -AIG Specialist and regular classroom teachers will provide documentation that all options of differentiation have been tried before the acceleration will be considered.

-Provide recommendations for acceleration that could include grade, subject or content area, virtual high school, independent studies, or internships.

-LEA acceleration guidelines need to comply with State Board of Education policies.

Planned Sources of Evidence:

Acceleration guidelines and practices
Documentation of differentiation
DEP
AIG Plan

Other Comments:

Practice I

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

This practice is a Focused Practice for 2013-2016.

Rationale: The LEA is committed to identifying and meeting the academic needs of high functioning and high potential students from all populations. Efforts are already being made to better identify our under-represented population. The LEA will strive to nurture their potential and performance. The focus will remain to improve methods of identification and look for best practices to serve this population.

Goals: To have a fair representation of under-represented populations within our AIG populations.

Description: -Search for testing material that is non-biased and/or non-verbal.

- Explore options for sources and resources for ESL and twice-exceptional.
- Explore options for services for non-traditional learners.
- Provide intentional effort to support families of high potential sources. For example group meetings, parent nights, etc.
- Continue to identify students as high achievers so that they will benefit from services even though they do not qualify for AIG identification.
- Use portfolios of student work as support documentation during the identification process.
- Screening of all third grade students when funding is available will help identify non-traditional populations as gifted.

Planned Sources of Evidence: DEP

Testing materials
Parent events
Student portfolios
Headcount demographic data

Other Comments:

Practice J

Encourages extra-curricular programs and events that enhance and further develop the needs and

interests of AIG students.

This practice is a Maintained Practice for 2013-2016.

Rationale: The LEA offers an ample amount of extra-curricular programs and events according the stakeholder survey, that enhance and further develop the needs and interests of AIG students. The LEA strives to expand and maintain this practice.

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

Description: -Enrichment opportunities are offered for participation in local, state, and national competitions that may include but are not limited to:

- *Geography Bee
- *Duke TIP
- *Spelling Bee
- *Envirothon
- *Science/Math Fairs
- *Public Speaking Contests
- *Essay Contests
- *Battle of the Books
- *Poster contests
- *High school math contests

-Wilson County AIG website will display information about upcoming opportunities.

-AIG Specialists will maintain a list of opportunities and communicate it to the parents and students. Specialists will encourage student participation and recommend specific activities to address student interest.

-High school academic and interest based clubs are offered.

-Encourage student participation in summer camps and classes that develops leadership and interest of AIG students.

Planned Sources of Evidence: -Contest information

- AIG website
- AIG Specialist newsletters
- Student participation

Other Comments:

Standard 5: Partnerships

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: The stakeholder survey states that this area needs significant improvement. As a result, this a focused practice because partnerships are vital to an efficient, well organized, and competent program.

Goals: The LEA has formed a gifted leadership team that should build more partnerships among stakeholders.

To increase the involvement of parents/families and the community in gifted education through the implementation of parent nights, Wilson County PAGE group, and the Wilson County AIG web page.

Description: -A diverse gifted leadership team has been developed that consists of principals, AIG Specialists, counselors, EC representative, Literacy specialist, interested community members, and directors of elementary, middle, and high schools. Parents will be included as an advisory group.

- The gifted leadership team will meet to discuss areas of concern and assess the local AIG program.
- The leadership team members will serve two year terms on a rotating basis.
- A brochure has been created outlining the screening, referral, and identification processes for student placement in the AIG program. This brochure will be available to school personnel, parents, families, students, and community members.
- An AIG web page has been developed and located on the Wilson County School's web page indicating the criteria for identification and upcoming events in order to keep stakeholders informed.
- AIG specialists will continue to conduct professional development and hold annual parent meetings at the elementary and middle school levels to explain the screening referral and identification process.
- Parent meetings will be held annually in order to review/sign DEPs.
- An AIG survey will continue to be offered in order to receive feedback from parents/families, teachers, administrators, community members, and other personnel involved in the education of gifted students.
- Coordinate a group of interested parents/families in order to create Wilson County PAGE group.
- Invite parents/families to information sessions that include topics regarding gifted education.

Planned Sources of Evidence: -Gifted Leadership Team (GLT) meeting agenda and minutes

- Brochure
- AIG webpage

- Sign-in sheets from parent meetings
- DEPs
- Survey results

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: The LEA will continue to strive to communicate with all stakeholders regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

Goals: To ensure involvement of stakeholders regarding the AIG program and the AIG plan.

Description: -The Gifted Leadership Team (GLT) has a copy of the LEA's AIG Plan.

-A brochure has been created outlining the screening, referral, and identification processes for student placement in the AIG program. This brochure will be available to school personnel, parents, families, students, and community members.

-An AIG web page has been developed and located on the Wilson County School's web page indicating the criteria for identification and upcoming events in order to keep stakeholders informed.

-AIG specialists will continue to conduct professional development and hold annual parent meetings at the elementary and middle school levels to explain the screening referral and identification process.

-Parent meetings will continue to be held during the year in order to review/sign DEPs.

-An AIG survey will continue to be given in order to receive feedback from stakeholders.

Planned Sources of Evidence: -AIG Program Brochure

-AIG web page

-Gifted Leadership Team meeting minutes

-Survey results

-DEPs

-AIG Specialist newsletters

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: The LEA has developed a Gifted Leadership Team that represents the demographics of the LEA. This is a continued focus because the LEA still needs to include a diverse representation of parents and the community.

Goals: -To develop and implement a diverse gifted leadership team including parents that will monitor the local AIG program and plan.

-To devise a process that will allow student to provide feedback on the AIG program.

Description: -LEA has developed a diverse gifted leadership team but needs to include parents.
-The gifted leadership team will meet to discuss areas of concern and assess the local AIG program. (See standard 5a for full description of GLT.)
-Seek parents and students that would be interested in serving on the Advisory Board.

Planned Sources of Evidence: GLT roster
Parent Advisory Board roster
Student Advisory Board roster

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: The LEA informs parents/families and the community of opportunities available to AIG students. However, there is a need to provide the information in multiple languages. We are exploring resources to support parent materials in multiple languages.

Goals: -Explore more ways to communicate and inform diverse parent demographic groups in their native languages.

Description: -Research LEA resources that will translate AIG materials.
-Research other media resources to support AIG program

Planned Sources of Evidence: Parent materials translated into other languages
Translator at meetings

Other Comments:

Practice E

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

and services.

This practice is a Focused Practice for 2013-2016.

Rationale: At this time, the Wilson County AIG program seeks to increase the involvement of institutions of higher education, outside stakeholders, and to better utilize community resources to enhance opportunities for gifted learners. Therefore, this is a focused practice.

Goals: -To strengthen partnerships with the colleges, institutions, and businesses in the community to enhance opportunities for the gifted learners.

-To seek partnerships with institutions of higher learning to provide professional development on gifted education.

Description: -The Wilson Education Partnership (WEP) is a community-based, nonprofit organization established to coordinate, encourage and assist educational functions to benefit the students and staff in the LEA.

-More intentional partnerships need to be established with institutions of higher learning to develop opportunities for professional development to staff involved with gifted learners.

-AIG Specialists encourage participation in enrichment programs such as Duke TIP, NCSU Engineering and Veterinarian Camp, 4-H, local museums, and arts programs.

Planned Sources of Evidence: -List of opportunities for gifted learners

-Partnerships with higher learning (Barton, Wilson Community College)

-Wilson County Schools Youth Master Plan

Other Comments:

Standard 6: Program Accountability

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The LEA will continue to solicit input from stakeholders to write, review and update the AIG plan which supports state legislation.

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

Description: -AIG plan is developed in collaboration with licensed AIG Specialists and GLT.

- Share a draft of the plan at Wilson County Administrative Staff Meeting.
- Submit the plan to Wilson County School Board for approval.
- The AIG coordinator will submit the plan to DPI.
- The AIG plan is a working document that will be monitored and evidence will be collected.

Planned Sources of Evidence: -AIG plan

- School Board meeting minutes
- SBE/DPI feedback
- notes from planning/drafting sessions
- attendance at regional AIG meetings

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale:

The LEA recognizes the need to continue to define a formal process for evaluating the implementation of the local AIG Plan.

Goals:

To create a formal process for evaluating the implementation of the local AIG plan in order to create a system of checks and balances among the AIG Coordinator, administrators, and AIG Specialists.

Description:

-AIG coordinator will oversee the implementation and the evaluation of the Wilson County AIG Program as follows:

- *oversee and provide assistance with the implementation of the AIG program
 - *consult with administrators/AIG Specialists to monitor the AIG program at the school level
 - *evaluate the progress of the AIG program
 - *present information about the AIG program to the senior staff and all administrators
- AIG Coordinator and AIG Specialists meet monthly to develop and share best practices, in order to ensure consistent service delivery across the LEA.

Planned Sources of Evidence:

- AIG Specialists meeting minutes and agendas
- Copies of revised AIG plan
- Schedule of meeting dates

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale:

The LEA will utilize state AIG Funds according to state guidelines

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

Description:

- Wilson County will continue to designate state funds in areas of need to ensure that the program areas are maximized.
- State and local funds will be used to support AIG Specialist and provide resources when available.
- Funds from other departments (EC/Title I) may be used to assist with providing testing materials.
- Funds will be allocated at the discretion of the superintendent.

Planned Sources of Evidence:

- Copy of local budget
- AIG Plan

Other Comments:

Practice D

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

students.

This practice is a Focused Practice for 2013-2016.

Rationale:

LEA has recognized the need to gather information on performance and annual drop-out. This needs to continue as a focused practice to improve services.

Goals:

Wilson County will track academic growth of the AIG population, as well as track the drop out rates for that population.

Description:

- The Wilson County's Schools Department of Testing and Accountability will generate data reports from NCEOG and NCEOC data.
- Wilson County will utilize EOG data to track student growth from year to year by disseminating this data to AIG Specialists and administrators.
- Review Wilson County Schools drop-out data.

Planned Sources of Evidence:

- NC Wise Data
- NCEOG/NCEOC data for AIG students for each year (Tracking form)
- Annual drop-out data

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Program evaluation and GLT identifies this area as needing significant improvement. As a result, this is a focused practice because of the need for equitable representation of traditionally under-represented students in the AIG program.

Goals: AIG student population is reflective of district population.

Description: - Demographic data should be monitored.

- Develop a plan that supports more student participation from all ethnic groups within the district.
- Collaborate with GLT to promote stronger representation from all groups.

Planned Sources of Evidence: - AIG student demographics

- NC Wise data
- GLT minutes/notes

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: LEA will continue to maintain and monitor the credentials of personnel serving AIG students.

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

Description: -Wilson County's Human Resource Department maintains records of staff serving AIG students to ensure that they are properly licensed through the use of Human Resources Management System (HRMS).

Planned Sources of Evidence: -HRMS data detailing licensure
-Human Resources teaching assignments roster
-AIG Specialist licensure

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: The LEA continues to collaborate with representatives of all stakeholders. This is a focused practice because this is an area that needs improvement.

Goals: -To develop and implement a gifted leadership team for the purpose of assessing the local AIG program.

Description: - A role of the gifted leadership team will be to reflect, review, and make recommendations pertaining to the local AIG program. (See standard 5a for more details)
- GLT will meet throughout the school year to discuss aspects of the AIG program.

Planned Sources of Evidence: -Minutes from Gifted Leadership Team (GLT) meeting
-GLT meeting agendas

-GLT Roster

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: - The LEA will continue to update and improve the AIG program based on results from the annual AIG survey.

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

Description: -A survey will be provided to parents, administrators, teachers, and other instructional support staff via the AIG website.

Planned Sources of Evidence: - AIG plan
- Stakeholder survey results (appendix)

Other Comments:

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The LEA will examine the current program and make adjustments based on data and feedback from survey results and testing data.

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

Description: -AIG Specialists monitor data and sources of information to identify areas of improvement for the AIG program.
-Survey results and testing data will be used to further develop and improve the AIG program and services. (See standard 6d for further details explaining the use of testing data.)

Planned Sources of Evidence: -AIG survey results
-AIG student testing data
-GLT minutes/notes

Other Comments:

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale: The LEA is planning to focus on being transparent with all information pertaining to the AIG Program. Therefore, this is a focused practice.

Goals: To gather current data to be evaluated and shared with public.

Description: Evaluation process will be completed, the LEA will discuss the best method to share information to all stakeholders.

Planned Sources of Evidence: - Data results from AIG program

- AIG website via Wilson County Schools
- AIG newsletter

Other Comments:

Practice K

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The LEA continues to have guidelines and procedures in place for parental statement of rights.

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

Description: AIG brochure is given to parents when they sign the DEP or annual review.

Planned Sources of Evidence: - AIG Brochure

- AIG Website
- AIG Parental Statement(Appendix of AIG Plan)
- AIG criteria to Higher Achiever group

Other Comments: -Provide schools with a copy of AIG plan that is available for parents and staff to review.

Glossary (optional):

talent pool- students who are recognized by teacher referrals who have NOT been through the testing or identification process

high achievers- students who are recognized as individuals that would benefit from services AFTER they have gone through the identification process. Students listed as high achievers are NOT included in the gifted headcount.

Appendix (optional):

WCS Survey Results (Spring 2013).pdf (*Appendix*)

WCS Parental Rights Statement Revised.ppt (*Appendix - Standard 1*)

Wilson County Schools AIG Identification Process Chart.pptx (*Appendix - Standard 1*)