Wake County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022

Approved by local Board of Education on: 17-SEP-19
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Submitted to NC Department of Public Instruction on: 20-SEP-19

Wake County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). 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 2019-2022. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2019-2022, Wake County Schools local AIG plan is as follows:

Wake County Schools Vision for local AIG program: WCPSS Vision:
All Wake County Public School System students will be prepared to reach their full potential and lead productive lives in a complex and changing world.

WCPSS Mission:
Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.

The Wake County Public School System's AIG plan for 2019-2022 outlines a comprehensive plan to meet the needs of gifted and advanced learners. The plan strategically targets the issue of underrepresentation in various subgroups while ensuring equitable access for all. Through differentiated student identification process and data-based problem solving, our plan seeks to best meet the needs of all students while building a foundation of continuous improvement. The WCPSS AIG plan for the next three years is aligned to the NC General Assembly Article 9B and the six program standards from the North Carolina Department of Public Instruction.

All components are aligned to the district's Strategic plan, specifically aligning to the following Core Beliefs:
#1 Every student is uniquely capable and deserves to be challenged and engaged in relevant,

rigorous, and meaningful learning each day.

#2 Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.

#4 The Board of Education, superintendent, and all staff, while sustaining best practices, will promote and support a culture of continuous improvement, risk-taking, and innovation that results in a high performing organization focused on student achievement.

To ensure program accountability, the WCPSS AIG Equity Collaborative team (AEC) was established. The team's goals are to create and support an AIG plan that fosters a culture of high expectations and academic growth that…

1. Increases achievement for K-12 AIG identified students
2. Intentionally increase participation of underrepresented students
3. Ensure access to challenging, innovative, and rigorous curriculum

Sources of funding for local AIG program (as of 2019)

State Funding	Local Funding	Grant Funding	Other Funding
$9992501.23.00	$2524334.00	$0.00	$114233.00

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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
Develops screening and referral processes that lead to AIG identification at all grade levels.

District Response: Rationale: The Wake County Public School System (WCPSS) AIG Program has screening, referral and identification procedures for all grade levels that are comprehensive and strive toward equitable practices. This program outlines K-12 identification procedures and the process in identifying and serving highly gifted students, including students already identified who transfer into WCPSS. WCPSS AIG Program conducts comprehensive screening measures to recognize children with outstanding potential who may be gifted. All third-grade students participate in a district-wide aptitude screening, which can be used for a referral to the AIG Program. Schools utilize both standardized testing data, when available, and informal classroom performance measures during screening. The screening and referral process is designed to support early recognition and the potential in culturally and/or ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional learners.

Goals:
1. WCPSS AIG Program staff will provide clear communication with stakeholders regarding the AIG screening, referral, and identification process.
2. WCPSS AIG Program will focus efforts to identify students from underrepresented populations throughout the district through a clear, equitable identification process.
3. A variety of opportunities for students to be formally identified in the AIG program will be created and implemented, shared with administrators, school staff and parents.
Description: Screening involves the use of a combination of measures of potential and performance.

Individual screening can be requested in K-2.

Universal screening occurs in third grade. Students participate in differentiated activities that indicate the potential for gifted services as part of the screening process. Documentation from the screening process may result in a nomination to the School Based Committee for Gifted Education (SBCGE) for further consideration for gifted services. Parents are requested to complete a Parent Checklist as part of the informal indicators. The student's classroom teacher also completes a Teacher Checklist. All data collected will be used as part of the screening process.

Parents, students, teachers, etc., nominate students in grades 4-8 for screening. These nominated students will have their prior assessments reviewed as well as informal indicators. The SBCGE will use a checklist to determine whether the student falls in the category of Indicator of Giftedness or Indicator of High Achiever to direct and support their discussion about the student. The checklist will aid members in determining who will be tested and who will be placed in the Talent Development Program which will enrich student learning.

Nomination for K-2

At least one of the following is used for screening:
● Completed nomination form by a teacher, parent, guardian, grandparent or student
● Teacher anecdotal notes to document above level/extraordinary performance
● Teacher checklist
● Parent checklist
● School and district administered assessments
● Independently administered psychological assessments
● Classroom performance and portfolios of student work
● District and/or state reading assessments

A nomination document will be used by the School Based Committee for Gifted Education (SBCGE) team to determine whether a student needs to be referred for further AIG evaluation. This document is designed as a guide to spark discussion about each student and his/her performance in the classroom and possible need to be tested for gifted services. This nomination document will be used for all nominations; regardless of the grade.

Nomination for Grade 3
At least one of the following is used for screening:
● Completed nomination packet
● Teacher checklist
● Parent checklist
● Data collected from Explorers Program (3rd grade nurturing; first quarter)
● District administered benchmark assessments in reading and math
● Classroom performance and portfolios of student workCognitive Abilities Test (CogAT): Aptitude assessment administered to all third grade students (except those previously identified as AIG/gifted; any third graders scoring at or above 85%ile on any battery or composite score on the CogAT will be given the opportunity to take the Iowa)
● Iowa Assessments (Iowa): Achievement assessment in reading and math
● district and/or state reading assessments

Nomination for Grade 4-12
At least one of the following is used for screening:
● Nomination Packet
● Teacher Checklist
● Parent Checklist
● District administered benchmark assessments in reading and math
● Classroom performance and portfolios of student work
● Prior years' EOG and/or EOC data, if available
● Nationally & locally normed aptitude and achievement data, if available

Practice B

Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

District Response: Rationale: Wake County Public Schools administers both traditional and non-traditional standardized measures based on current theory and research. Valid and reliable assessment instruments are used to identify students for AIG Program services. Both group and individual measures are utilized.

Goals: To utilize student data from a variety of sources to make the most appropriate program placement decisions for each student.

Description: Wake County Public Schools utilizes the following traditional and nontraditional measures to make appropriate placement decisions.

Nominations K-12
Nominations may be submitted for any K-12 students. Nominations must be submitted for a student to be referred for the AIG Program. To reach all possible populations, we will increase collaborative outreach to families who are not already looking for this information.

Nominations may be submitted to the AIG teacher and/or designated staff member at any time during the school year, in any manner (handwritten notes, emails, verbal request, etc.), however there are specific windows for testing if the SBCGE refers for evaluation. Testing windows are determined based upon the number of instructional days in the school calendar and will vary based on the school calendars. WCPSS administers aptitude and achievement evaluations once in first semester and once in second semester. AIG teachers post Nomination Window dates in multiple locations throughout each school. Other places this information will be posted include school and district websites. Stakeholders should inquire with administration or the AIG teacher if testing windows are not clearly communicated at the school site. The AIG teacher and/or designated staff member must receive all nominations at least one week prior to the testing window so that the SBCGE can meet to review the nominations to determine if a referral for further evaluation via the AIG program is warranted. All nominations received after that time will be moved to the next testing window administration date and discussed at that time.

Group Administered Standardized Measures
Group aptitude assessments are administered to all third graders (except those previously identified as AIG/gifted) in order to conduct a broad general screening. Group assessments are also administered to all referred students in grades 4-12.
● Cognitive Abilities Test (CogAT)
● Iowa Assessments, Survey Form (Iowa)

Individually Administered Standardized Measures
Individualized assessments are administered by trained AIG Teachers. AIG teachers are trained to administer the following non-traditional assessments to referred students who have a qualifying score in one area (either aptitude or achievement) but do not have a qualifying score in the other area. Administration of an individual assessment not only gives the student an additional opportunity to

perform on a standardized test, but the format of the testing changes from a timed group test to an untimed assessment with an individual examiner who can observe student testing behaviors.

● Reynolds Intellectual Screening Test, Second Edition (RIST-2)

● Woodcock-Johnson IV, Tests of Achievement (WJIV)

● Other alternative assessments as appropriate

In addition, a group-administered nonverbal assessment, the Naglieri Nonverbal Ability Test (NNAT-3), will be included in the menu of personalized assessments.

Non-Traditional Measures

Portfolio Evaluation will involve no additional testing and will be part of the SBCGE's decision making and evaluation process if the student qualifies based on the district's baseline entry criteria. If a student gains enough points, the student could be identified with no further testing.

K-2 Identification

The SBCGE may recommend students for early identification in AIG if the following criteria are met:

● Portfolio with required documents as specified in the Early Identification Checklist that demonstrates consistent performance above their grade peers AND

● Aptitude score at or above 98%ile on approved nationally normed standardized assessments AND

● Achievement score in reading and/or mathematics at or above 98%ile on approved nationally normed standardized assessments.

3rd Grade Identification

All WCPSS third grade students are administered the CogAT. Students who score at or above the 85th percentile on either the composite or any battery score on the CogAT are eligible to take the Iowa. Parents and teachers can also nominate a third grade student to be administered the Iowa. Students who have a score of 95th percentile or higher, on a qualifying CogAT score OR Iowa score are referred to the SBCGE for determination of eligibility. Referrals are submitted to the SBCGE to approve, deny or gather additional data for use in identification decisions, which may include additional testing using individual aptitude or achievement assessments.

Other assessments besides the CogAT and/or Iowa will be piloted in order to determine the most culturally and linguistically responsive instruments. Based on data analysis, and with the collaboration of national and state programs the most appropriate assessment(s) will be selected for continued use in WCPSS.

4th-12th Grade Identification Traditional Measures

Several factors determine eligibility for differentiated services through our AIG program using traditional measures. Based on the available data, students are identified AIG (Academically and Intellectually Gifted), AG (Academically Gifted) or IG (Intellectually Gifted) in reading and/or math.

Students referred for evaluation will participate in group aptitude and achievement assessments. Referrals are submitted to the SBCGE to approve, deny, or gather additional data for use in identification decisions, which may include additional testing using individual aptitude or achievement assessments or portfolio evaluation.

AIG Central Services will monitor procedures and processes for compliance.

Criteria reviewed during the identification process:

● Observation Checklist –Both the classroom teacher and the parent will complete an observation

checklist which targets gifted behaviors for a nominated candidate. The information reviewed in this checklist will be used to support and confirm a referral.

● Performance – Classroom performance information includes current grades, benchmark assessments in reading and mathematics, literacy assessments, math assessments, and portfolio samples of differentiated work. Parents may submit work samples which must be replicated in the classroom setting. Any other available anecdotal information may be included.

● Student Aptitude – Aptitude refers to the age percentile from a nationally normed standardized test. Individual aptitude assessments are administered when the group achievement scores suggest a need for placement but group aptitude scores do not. Therefore, a second measure of aptitude is obtained. Specific individual aptitude measures can be chosen (verbal/nonverbal)based upon the strengths of the referred student.

● Student Achievement – Achievement refers to subject-area grade percentiles for a nationally normed standardized test.
Individual achievement assessments are administered when group aptitude scores used for placement consideration suggest a need for place student qualifying for AIG identification would need to score >95th percentile on both the approved aptitude assessment AND the approved achievement assessment. (For instance, if a student has a qualifying score on any of the CogAT batteries and Iowa batteries, the student could qualify in the subject where the scores align.) A student qualifying for AG identification would need to score >95th percentile on two approved achievement assessments. (For instance, if a student earns a qualifying score on the Iowa math AND the EOG math assessments, the student would qualify AG in math.)
A student qualifying for IG identification would need to score >98 percentile on the full composite of the approved ability test to be identified in both reading and math. (For instance, if a student earns a qualifying score on the CogAT Full Composite, he/she would qualify in both reading and math.) In addition, a student qualifying for IG identification in math only would need to score >98 percentile on the CogAT Partial Composite QN. A student qualifying for IG identification in reading only would need to score >98 percentile on the CogAT Partial Composite VN.

4th-12th Grade Identification Non-Traditional Measures*
Several factors determine eligibility for differentiated services through our AIG program using non-traditional measures. Based on the available data, students are identified AIG (Academically and Intellectually Gifted) or AG (Academically Gifted) in reading and/or math. A portfolio identification will be considered if the student qualifies based on the district's baseline entry criteria. Students using the portfolio option will also have the opportunity to have current assessments compared to like peers. See Gifted Identification Opportunity Specifics.

Psychological Evaluation takes place when a referral is made by the SBCGE for an individual psychological evaluation to be completed by the AIG psychologist. This evaluation may include individual aptitude and/or achievement assessments. A student's portfolio guides the decision to request a psychological evaluation. The SBCGE will review the portfolio including parent and teacher checklists, past standardized scores, the Gifted Rating Scale (GRS), and informal assessments. The SBCGE will make a recommendation to Advanced Learning Services (ALS) to request psychological testing. A licensed psychologist will administer the assessments to the student.

Students scoring > 95%ile on both a cognitive and an achievement battery are identified. Students meeting these criteria are identified AIG in the area(s) in which the score(s) align. In some cases, students who earn scores less than 95th percentile may be identified at the psychologist's discretion.

(e.g., students who are learning English as a second language). After receiving the psychologist's recommendation, the SBCGE will make the final identification decision.

There are circumstances under which a psychological evaluation can be accessed for any student when the SBCGE and ALS determine an individual assessment is appropriate. This may include, but is not limited to:

● Students needing individual nonverbal aptitude testing

● Students for whom group testing is not appropriate because of diagnosed medical problems

● Students whose group scores do not reflect the student's performance in the class as measured by a portfolio (all scores <95%ile)

● Students with IEPs or 504 Plans

Aptitude and achievement percentile ranks >95% earned on approved standardized tests during a psychological evaluation can be substituted for scores earned on previous tests measuring similar abilities and skills for entry through traditional gifted identification opportunities.

The psychologist for Advanced Learning Services receives referrals for individual assessments. All K-8 referrals are evaluated by the AIG psychologist as well as referred students who have unexplained, inconsistent test/performance data, ESL/EL students who need non-verbal assessments, underrepresented population, special education students needing specialized individual assessments, etc. Assessment instruments available for use by the AIG psychologist include, but are not limited to:

● Kaufman Test of Educational Achievement, Third Edition (KTEA-3)

● Naglieri Nonverbal Ability Test (NNAT-3)

● Reynolds Intellectual Assessment Scales, Second Edition (RIAS-2)

● Stanford-Binet Intelligence Scales, Fifth Edition (SB5)

● Universal Nonverbal Intelligence Test, Second Edition (UNIT 2)

● Wechsler Individual Achievement Test-Third Edition (WIAT-III)

● Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)

● Wechsler Nonverbal Scale of Ability (WNV)

● Woodcock-Johnson IV, Tests of Achievement (WJIV)

Reciprocity for prior identified AIG/GT Student Transfers

● Reciprocity is accessed when a gifted/AIG student from an accredited institution out of the district, or a student who is subject to the Interstate Compact for Military Children, transfers to WCPSS.

● Documentation of previous gifted/AIG identification is required and adequate information submitted to determine appropriate placement in the area(s) of language arts and/or mathematics.

● The district reserves the right to perform subsequent evaluations, including formal or informal assessments, to ensure appropriate placement of the student.

AIG Transfer Process

Transfer students who do not have prior identification but have qualifying testing:

Students who are enrolled in a Wake County Public School and transfer from other districts or schools with no prior gifted (AIG) identification, but have prior identification tests and scores from the previous district that meet WCPSS AIG identification criteria will receive AIG identification in WCPSS. Acceptable test scores must be verified by Advanced Learning Services personnel.

Transfer students who do not have prior identification and do not have qualifying testing

Students who are enrolled and attending in a Wake County Public School and transfer from other districts or schools with no prior gifted (AIG) identification and no qualifying testing documentation may be nominated for the WCPSS AIG program. The AIG nomination/ referral procedures will then be followed.

Practice C
Ensures AIG screening, referral, and identification procedures respond to 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.

District Response: Rationale: WCPSS AIG program ensures AIG screening, referral and identification procedures respond to traditionally underrepresented populations of gifted and are responsive to LEA demographics. These populations include students who are culturally and ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice exceptional.

Goals:
1. Intensify efforts to identify students from under-represented populations throughout the district through a clear, equitable identification process.
2. Distribute demographic AIG data on a consistent basis to all AIG Teachers, Principals, Area Superintendents, and other district leadership.
3. Provide tools to assist principals and AIG teachers into incorporating equity representation goals and action plans into their school improvement plans.
4. Continue the work of the AIG Equity Collaborative (established Fall 2015) to examine existing research, analyze data, make recommendations, and develop tools and procedures to assist AIG teachers in personalizing assessments.
5. AIG Equity Collaborative will develop and/or recommend a menu of culturally and linguistically responsive portfolio assessment options and corresponding rubrics.
6. Continue to compile and evaluate data to utilize in making decisions regarding appropriate assessments.
7. Continue to expand the partnership with these departments: Office of Equity Affairs, Special Education, English as a Second Language, Core Academics etc. to jointly develop and communicate expectations for equitable representation within AIG.
8. Include representatives from ESL/EL and Special Education in all SBCGEs when appropriate. These must be included for any student under their purview or can be standing members. They should also be included in any talent search efforts.

Description: The AIG Program uses individual assessment instruments (standardized tests) for referral (third grade) and identification of students, including those from under-represented populations which may include non-verbal assessments and portfolios. Individual aptitude and achievement assessments are administered to identify high-potential students from under-represented populations. Circumstances under which individually administered tests are appropriate may include, but are not limited to:

● The student has a documented medical condition or disability that may interfere with his/her ability to perform optimally in a group situation (i.e. ADD, ADHD, chronic asthma, etc.).
● The student has cultural differences from the majority culture that dictates language registers of school (formality of the language used in that situation), which may interfere with academic language development and usage.

Practice D
Implements screening, referral, and identification processes consistently within the LEA.

District Response: Rationale: Wake County Public Schools ensures consistency in implementation of screening, referral, and identification processes within the LEA with the Advanced Learning Services department and the record review procedures to make identification and placement decisions for all students referred by the individual schools. The program supports the use of group assessments for all third grade students (except those previously identified as AIG/gifted), and uses this information to provide information for various programs. AIG teachers at each school receive training and oversee the School Based Committee for Gifted Education nomination, referral and identification processes. WCPSS has strong measures in place that appropriately screen and identify a majority of gifted students. Most gifted and highly gifted students are identified through the use of traditional aptitude and achievement tests coupled with various qualitative measures. We recognize that academically and intellectually gifted students come from all ethnic, geographic, and socioeconomic groups and that they are gifted in a wide range of academic and/or intellectual abilities. The process used to identify students in need of gifted services must be ongoing, reliant on multiple measures, free of bias, and non-exclusionary.

Goals:
WCPSS will continue to
1. evaluate screening, referral, and identification processes within the LEA to maximize potential and growth for all students.
2. administer Cognitive Ability Tests to the entire third grade level (unless already identified as AIG). This evaluation will provide each student an equal opportunity to demonstrate thinking and reasoning abilities. WCPSS uses the Cognitive Ability Tests to inform decisions to identify the most appropriate battery or composite scores to determine a student's strengths. Currently we utilize the CogAT, but other measures may be piloted in order to determine the most culturally responsive assessment instruments. When utilizing the CogAT, the Quantitative-Nonverbal Partial Composite (QN Partial Composite) better predicts achievement in mathematics and some technical domains than either the Quantitative Battery or Nonverbal Battery alone. It also allows for meaningful score interpretation for English Language Learners (EL) and underrepresented populations since none of the items on either the Quantitative or Nonverbal tests require language.
3. study disaggregated data for potential nominations.
4. use multiple criteria to identify and nurture high potential among students across all ethnic, geographic, and socioeconomic groups.
5. utilize multiple opportunities for AIG identification with underrepresented populations.
6. implement the Third Grade Explorers Model to provide opportunities for all third-grade students exhibiting gifted behaviors and to nurture those behaviors among students across all ethnic, geographic, and socioeconomic groups.

7. utilize multiple measures that aid in the identification of students whose gifts may not be as easily recognized through the use of traditional screening instruments.
Description:
Procedures to Resolve Disagreements Regarding AIG Decisions
Parents have the right to disagree with the recommendations made at any of the following stages: Nomination, Referral, and/or Identification. The following procedures shall be used for resolution of such disagreements.
1. The parent may make a written request for a conference with the School-Based Committee for Gifted Education (SBCGE) to discuss concerns about the recommendation for identification or services. The SBCGE shall make reasonable efforts to meet and consider the appeal within twenty school days after receipt of the request.
At a School-Based Committee for Gifted Education meeting:
    a. Parents may provide additional documentation for consideration by the SBCGE.
    b. The SBCGE will share documentation used to support the committee decision and review additional documentation.
2. If the disagreement is not resolved at the SBCGE conference, then the parent may, within thirty school days of the SBCGE conference, make a written request for a conference with the principal. The principal will:
    a. Review the recommendation with the SBCGE chairperson.
    b. Grant the conference within ten school days of receipt of the request.
    c. State their position in writing within ten school days after the conference.
3. If the grievance is not resolved through the conference with the principal, the parent may appeal in writing to the ALS Program Director. The ALS Program Director will:
    a. Review all documentation concerning the unresolved issue.
    b. Review the grievance within ten school days of receipt of the request.
    c. Respond in writing within ten school days following the review.
4. If the grievance is not resolved through appeal to the Advanced Learning Services Director, the parent may appeal in writing to the Assistant Superintendent of Academics (Designee). The Assistant Superintendent of Academics (Designee) will:
    a. Review all documentation concerning the unresolved issue.
    b. Review the grievance within ten school days of the appeal.
    c. Respond in writing within ten school days following the review.
5. If the grievance is not resolved through review by the Assistant Superintendent of Academics (Designee), then the parent may appeal in writing to the Area Superintendent. The Area Superintendent will:
    a. Review all documentation concerning the unresolved issue.
    b. Review the grievance within ten school days of the appeal.
    c. Inform the Deputy Superintendent for School Performance of the grievance.
    d. Respond in writing within ten school days following the review.
6. If the grievance is not resolved through review by the Area Superintendent, the parent may appeal in writing to the Superintendent. The Superintendent will:
    a. Review all documentation concerning the unresolved issue.
    b. Review the grievance within ten school days of the appeal.
    c. Respond in writing within ten school days following the review.
7. If the grievance is not resolved through the review of the Superintendent, then the parent may appeal in writing to the Wake County Public School System Board of Education within ten school days following the written response from the Superintendent. The Board of Education will:
    a. Review all documentation concerning the unresolved issue within ten school days.

b. Offer a final written decision within twenty school days after review unless the panel determines that additional time is needed for further review.

8. In the event that the grievance procedure fails to resolve the disagreement, the parent may seek pursuant to G.S.115C-150.8. The review shall be limited to:

    a. The school administrative unit improperly failed to identify the student as an academically/intellectually gifted student, or

    b. The plan has been implemented inappropriately with regard to the student.

Following the hearing the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

Re-evaluation Procedures
Students identified prior to their third grade year will not need to be reevaluated. They can therefore be exempt from third grade testing for AIG.

Middle School reevaluation will occur if requested by SBCGE. This may occur when:
● Student performance indicates no need for service.
● Student performance indicates a need to gather data for education planning in consideration for whole grade advancement.

Exiting Procedures from AIG Program at Parent/Guardian Request
A parent/guardian may request in writing for a student to permanently exit from being served in the AIG Program. The AIG Teacher will meet with the parent(s)/guardian(s) to discuss the request. In that case, the parent(s)/guardian(s) will be asked to sign a document stating that he/she understands that the student will no longer be identified gifted, and will not be served.

A parent/guardian can request an exit from services only. In that case, the parent/guardian will be asked to sign a document stating that he/she understands that the student will still be identified gifted, but will not be formally served as an AIG student. This document must be revisited each school year to determine if the parent/guardian's wishes remain the same.

Exiting Procedures from AIG Program at SBCGE Request
 1. Parent conference held to review student performance data and concerns.
 2. Instructional Support Plan is written in collaboration with the School-Based Committee for Gifted Education (SBCGE) members and parent(s)/guardian(s).
 3. The Instructional Support Plan is implemented for a minimum of one full semester.
 4. SBCGE documents student performance and results of implemented strategies. The SBCGE will recommend one of the following:
Continuation of AIG Services
Continuation of AIG Identification, but exit from direct services (to be revisited each year)
AIG services no longer needed
5. Student continues to receive AIG services during instructional support process.
6. Following the reevaluation, the SBCGE determines need for differentiated services through the AIG program.

Practice E
Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/ families, students, and the community-at-large.

District Response: Rationale: The AIG Program has screening, referral and identification procedures for all grade levels that are comprehensive and equitable. The program outlines K-12 identification procedures and the process for students who transfer into WCPSS. The program provides support in the early recognition and nurturing of potential in culturally and ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice exceptional learners. The program provides support in identifying and serving highly gifted students.

Goals:
1. WCPSS AIG Program staff will provide clear communication with stakeholders regarding the AIG identification process.
2. WCPSS will focus efforts to identify students from under-represented populations throughout the district through a clear, equitable identification process.
3. A variety of communication pieces to describe the gifted identification opportunities for students to be formally identified in the AIG program will be created and implemented, shared with administrators, schools and parents.

Description: Effective communication is essential to ensure appropriate services for students. Clear, consistent communication is necessary to keep parents and school staff informed of the AIG identification process, criteria, and program procedures. Dissemination of information through a variety of methods will improve communication and build capacity of stakeholder groups.

Dissemination of Information to Stakeholders
●AIG Program Family Brochures and Family Guide
●Advanced Learning Services (ALS) will post AIG Program family Brochures and AIG Program Family Guides on the public AIG WCPSS website and will have some print copies available for families with no Internet access. These guides outline gifted screening, referral, and identification processes and procedures for school personnel, parents/families and students to communicate effectively with these stakeholders. The AIG WCPSS AIG 2019-22 Plan Program Guide is available for any interested family. Parents automatically receive a copy of the AIG Program Guide if the School-Based Committee for Gifted Education (SBCGE) refers a student for evaluation. Parents of all third grade WCPSS students receive a copy of the AIG Program brochure, which summarizes AIG services. ALS will also post on the Wake County Schools website screening, nomination, referral, and identification information. In addition, ALS will compile a list of Frequently Asked Questions and responses (FAQ) for parents/guardians seeking information regarding the WCPSS AIG Program and disseminate to stakeholders.

Practice F
Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

District Response: Rationale: Although the identification process and service options are documented and shared with parents each year, more thorough clarification is needed according to feedback collected during our evaluation.
Additionally, some identification procedures have been clarified and documents will need to be updated.

Goals:
Update with new guidelines and publish:
● AIG Program Family Guide and AIG Family Brochure
● ISP Explanation Document
● AIG School-Wide Service Delivery Plan
● AIG Program Parent Presentation and Explorers Presentations
● AIG Information Webpage
● DEP

Description: Effective communication is essential to ensure appropriate services for students. Clear, consistent communication is necessary to keep parents and school staff informed of the AIG identification process, criteria, and program procedures. Dissemination of information through a variety of methods will improve communication and build the capacity of stakeholder groups.

Ideas for Strengthen the Standard: Continue to evaluate tools for determining gifted characteristics and stay abreast of current research regarding gifted education.
Translate parent checklists (with explanations) and distribute digitally via website, with some print copies available for families without Internet access.
Review of the portfolio opportunity identification score may be changed after review of several students to expand participation for all students.
Teacher and Parent Checklists may be revised for better informal information that supports nomination.
Continue to review, improve and locate equitable,most culturally responsive assessment instruments.
Create Program Family Guide and Family Brochure that is accessible to people with disabilities.

Sources of Evidence: Nomination Support Packet for School Based Committee for Gifted Education
Parent Checklist
Teacher Checklist
AIG Gifted Identification Opportunities
Gifted Identification Opportunity Specifics
Assessment Protocols
Minutes from partnership meetings
ALL revised documents and Web Pages for WCPSS AIG Program
● AIG Program Family Guide and AIG Program Family Brochure
● Gifted Identification Opportunity Specifics

- Individual Student Profile (ISP)
- AIG Service Delivery Plan for schools
- Presentations: AIG Program Parent Presentation and Explorers Presentations
- AIG Information Web Page
- DEP
- ISP

Standard 2: 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 an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

District Response: Rationale:
The WCPSS AIG plan strives to provide comprehensive services that address the needs of all gifted learners and high achievers that is aligned to the student's needs.

Goals:
1. Increase access and opportunity to underrepresented populations by exposure to higher level thinking.
2. Provide access to a program that supports the needs of gifted learners in elementary, middle, and high.
3. Provide tools to assist principals and AIG teachers into incorporating equity representation goals and action plans into their school improvement plans.

WCPSS will continue to
●use multiple criteria to nurture & develop high potential among students across all ethnic, geographic, and socioeconomic groups district wide.

●implement the Third Grade Explorers Model to provide opportunities for all third grade students to exhibit gifted behaviors and to nurture & develop those behaviors among students across all ethnic, geographic, and socioeconomic groups.

●expand the partnership with these departments: Office of Equity Affairs, Special Education, Student Support Services, Academics to jointly develop and communicate expectations for equitable representation within AIG.

●include representatives from ESL/EL and Special Education departments during schoolwide AIG data reviews as well as in SBCGEs when appropriate in talent search efforts. These representatives can be standing members of the SBCGE.

Description: The AIG School Wide Service Delivery Plan drives the services offered at each school. Options offered by individual school plans should include cluster grouping, in-class flexible grouping within grade level, curriculum compacting, differentiated instructional units, and content differentiation. These services allow highly capable and gifted students optimal learning opportunities. AIG services will be provided as direct and indirect services as outlined in Standard 3 and the AIG Schoolwide

Service Delivery Plan (Elementary or Middle).   A Talent Development model will be implemented at each elementary school, based on the district's entry criteria. Students will participate based on data reviewed during PLTs and SBCGE meetings. Elementary and Middle School AIG Teachers will collaborate with PLTs to analyze data at least monthly for identified AIG students and those participating in the nurturing and Talent Development Program.

Practice B
Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

District Response: Rationale: The practices in the WCPSS AIG Plan are aligned to the Core Beliefs of WCPSS Strategic Plan that indicate:
●Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.
●Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.
●Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to the success of all students.
●AIG Program and services further enrich and extend NC Standard Course of Study and support the WCPSS Strategic Plan and Core Beliefs.

Goals: AIG services will be provided that are aligned to the state standards while extending resources used for all WCPSS students. Resources are provided to each school to enhance the curriculum. Relevant professional development at the Advanced Learning Services and the school levels will be provided. This will align with the WCPSS Strategic Plan to increase higher-level thinking skills and problem-solving abilities of identified gifted students, as well as higher-level learners participating in the Nurturing and Talent Development Program.

Description: AIG teachers will be a member of the grade/subject area level PLTs. The School-Based Committee for Gifted Education will consist of AIG teachers, administration, classroom teachers, and other personnel as needed. AIG teachers will meet with grade-level staff each quarter to discuss the Differentiated Course Plan (DCP). AIG teachers will provide resources and inform classroom teachers where to find the resources for their gifted students. AIG teachers will collaborate with school leadership to determine the professional development needs of the school as well as discuss cluster grouping when there are groups of 5 or more AIG students identified per subject in each class. Advanced Learning Services will provide staff development and resources to AIG Teachers to equip them with resources for conducting school-based professional development.

Practice C
Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.

District Response: Rationale: The procedures for grouping of AIG students and high achieving

students are aligned to the instructional practices used in WCPSS classrooms that support the use of evidence-based and research-based practices. The practices of this plan are also aligned to the North Carolina Academically or Intellectually Gifted program standards. AIG teachers are also expected to participate in data-based conversations.

Goals:
1. Increase collaboration between the classroom teacher and the AIG teacher.
2. SBCGE team meets monthly to discuss instructional outcomes using a data-based problem-solving model.
3. AIG teacher and classroom teacher monitors the progress of students using a district-supported tracking system.
4. Schedules developed that support the implementation of quality instruction.

Description: The AIG Program supports the appropriate use of accelerative and grouping practices and differentiated curriculum and instruction. AIG program staff at the district and school levels will support the infusion of gifted programming best practices through discussions, models, and teaching practices. Ongoing formal and informal assessment data will be used to flexibly group students in order to focus on the instructional needs of all students. The AIG teacher will be a resource to classroom teachers in order to differentiate for the needs of the AIG identified students, as well as students with advanced learning needs.

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.

District Response: Rationale: The WCPSS AIG plan has been socialized with upper-level leadership to ensure support and alignment to other initiatives and curriculum resources used in WCPSS. The Advanced Learning Services Team, in conjunction with AIG teachers, will plan events designed to share the components of the AIG Plan to ensure understanding. The fidelity of the plan will be monitored by the AIG Equity Collaborative team that is comprised of various stakeholders and district level departments.

Goals: To ensure clear and consistent communication with all stakeholders, the office of Advanced Learning Services will develop a presentation to disseminate information regarding AIG services. AIG teachers will inform stakeholders about the delivery of differentiated services and instruction for all AIG students, as well as students participating in the Nurturing and Talent Development program.

Description: The AIG teacher will meet with PLT teams to review Differentiated Education Plans (DEPs) at the start of each year and review Differentiated Course Plans (DCPs) at the beginning of each quarter to align lessons with the classroom teachers' curriculum. AIG teachers will utilize a variety of methods such as school websites, newsletters, etc. to communicate all facets of the AIG program to stakeholders at each school site. The office of Advanced Learning Services will provide information about the WCPSS AIG Program on the district website.

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

District Response: Rationale: WCPSS Advanced Learning Services (ALS) team recognizes the importance of effective communication between teachers and schools to ensure continued service delivery for AIG students, especially as they transition from one school to another, such as elementary to middle and middle to high school. WCPSS ALS believes AIG students and those participating in the Talent Development program should receive continued support throughout their school careers, K-12.

Goals:
1. Provide a smooth and knowledgeable transition between elementary to middle and middle to high schools.
2. AIG Teachers will effectively collaborate and communicate with each other to best meet the needs of advanced learners.

Description: Advanced Learning Services staff will participate in principals' meetings, Area Superintendents' meetings, and Instructional Facilitators' meetings to provide information about goals and service delivery expectations outlined in the districts AIG Program Plan. Advanced Learning Services will facilitate a meeting each spring between feeder schools. The collaboration will take place between elementary and middle school AIG teachers and counselors to determine the best needs and course plans for advanced learners. Collaboration between the middle school AIG teacher and high school counselors will take place. A transition meeting will take place between middle school AIG teachers and high school counselors to support eighth-grade advanced learners entering high school. AIG Teachers will discuss the following:
●Needs of each identified AIG student (social/emotional, academic strengths and weaknesses, accelerative needs, etc..)
●Other students who need to be monitored and considered for nomination and referral at the receiving school. These students may include but are not limited to those participating in the Talent Development program. They may include students from under-represented populations who are demonstrating gifted behaviors and high growth.
●Students who are participating in Single Subject Acceleration.

In addition, eighth-grade students entering high school will be administered interest/strength inventory to advocate for course placement and course choices for advanced learners.

All AIG Teachers will include AIG folders with the cumulative folders and will ensure that they are sent to feeder schools.

Practice F
Addresses the social and emotional needs of AIG students through collaboration among school counseling personnel, regular education teachers, AIG specialists, and others.

District Response: Rationale: The unique social-emotional needs of gifted students require dedicated attention from educators and parents. The Advanced Learning Services staff recognizes these needs and will provide additional training to discuss the social and emotional needs of gifted students. The AIG Program recognizes the importance of communication and collaboration between staff members, parents, and others in order to provide appropriate, culturally responsive social and emotional support to identified AIG students.

Goals: The Advanced Learning Services staff will continue to work closely with school and community organizations to foster more consistent collaborative relationships, including scheduled parent/community meetings, staff trainings, collaboration with counselors, and student services staff. The School-Based Committee for Gifted Education (SBCGE) at each school will discuss the social/emotional needs of AIG students (and other advanced learners) and determine strategies to meet those needs and challenges.

Description: AIG teachers work in collaboration with counselors and student support services staff to develop and implement resources, procedures, processes, and strategies that enhance the quality of social and emotional support for gifted students aligned to district practices. Advanced Learning Staff will collaborate with the Office of Equity Affairs, Student Support Services, Exceptional Children Service Staff, English Language Learners, and other departments around social and emotional strategies for AIG students, as well as those participating in the Nurturing and Talent Development model. The ALS staff will regularly plan with the Office of Equity Affairs to communicate with the public on ways to meet AIG students' social and emotional needs. These collaborative relationships will yield resources for use with students. The SBCGE at each school will meet regularly to discuss the social-emotional needs of AIG students and possibly other advanced learners participating in the Talent Development program to determine strategies to meet those students' needs. Identified eighth-graders will participate in an interest survey to determine their social, emotional, and academic needs in the transition to high school. The school counselors in elementary, middle, and high schools will be available to address any issues students might have during the school year as related to the social and emotional needs of the gifted students. AIG staff will serve as support as needed for students, parents, and school staff in regards to these special issues.

Practice G
Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration.

District Response: Rationale: Gifted students have a need and a right to advance through courses of study at a pace that accommodates their interests and capabilities. Schools have a charge to meet these needs by offering options for accelerated study. WCPSS BOE policies 3423 and 3422A & B specifically address these learning opportunities.

Goals: The WCPSS AIG Program will create a system of checks and balances for consistent implementation of accelerative practices throughout the entire school district for program fidelity and equity of access. To create a culture of respect for AIG students and programming with the understanding that strategies and skills best for gifted learners can benefit all learners. Under local policy and state law, maintain the ability to build programming services for individual students as

needed.

Description: Staff will ensure that students with demonstrated and documented need for acceleration receive academic opportunities to proceed more rapidly through the usual progression of required skills and objectives for a given grade level or course of study. Through accelerative practices, students have the opportunity to work above the assigned grade level and complete studies at an earlier age when deemed appropriate.

District-wide Differentiated Learning Opportunities
Teachers in WCPSS will be trained using effective teaching strategies to assist in meeting student needs within the classroom in order to provide differentiated opportunities for all learners.

Framework for Accelerative Practices
There are two categories for acceleration; Content-based and Grade-based. The distinguishing feature between the two categories is whether the accelerative intervention shortens the number of years that a student spends in the K-12 system.

Acceleration Opportunities
●AP/IB programming,
●Credit by Demonstrated Mastery,
●Dual enrollment programs for high school students with NC Institutes of Higher Education, including Career and College Promise and Cooperative Innovative High Schools and
●North Carolina High School Diploma Endorsements.
●High school students can earn college credit while in high school. Some high school students enter their first year of college with enough credits to be college sophomores.
●Whole Grade
●Single Subject Acceleration
●Credit by Demonstrated Mastery
●EKE

Math Acceleration Opportunities
K-8 math enrichment lessons and opportunities are available to support instruction as outlined in HB986. In middle school and beyond, students are placed in the "advanced" math class (Math 6 Plus, Math 7 Plus or Math 1 depending on the grade).

Advanced Placement
The purpose of the Advanced Placement (AP) program is to offer college-level courses to high school students. Administered by the College Board, the AP program includes both courses as well as a testing program that colleges and universities may utilize to grant credit to students who have performed well on AP examinations.

Career and College Promise
Through Career and College Promise (CCP), qualified students in North Carolina have the opportunity to pursue classes at community colleges tuition free while they are in high school, allowing them to get a jumpstart on their workplace and college preparation. CCP provides three pathways to help advance eligible students' success beyond high school.

College Transfer pathways
Provide tuition-free course credits toward the Associate in Arts, Associate in Science or Associate in Engineering degrees which will transfer seamlessly to any public or participating private college or university.

Technical Careers pathways earn tuition-free course credits at an NC community college toward a job credential, certificate or diploma in a technical career.

Cooperative Innovative High Schools offer tuition-free college credits for high school students who attend one of these schools:
1. Wake Early College of Health and Sciences
This school provides opportunities to explore careers in the health and sciences fields through partnerships with Wake Technical Community College and WakeMed Health and Hospital. This five-year high school program allows students to earn their high school diploma and an Associate degree, college transfer credit, prerequisite courses to prepare for a health sciences degree or certificate - tuition free. Students follow a rigorous high school program of honors classes for the first two years and are dual enrolled in Wake Tech courses the remaining years.

2. Wake STEM Early College High School
The Wake STEM Early College High School is a joint project between the Wake County Public School System and N.C. State University. STEM stands for science, technology, engineering, and mathematics. This is the school's theme, along with its designation as an Early College High School. Exploration of the Grand Challenges for Engineering is a common instructional focus that will extend through various courses.

3. Wake Young Women's and Young Men's Leadership Academies (6-12+)
These schools are separate academies on different campuses but share the same program and philosophy. The program starts at sixth grade and continues as a blended high school and college experience. These small, single-gender academies develop each student as a leader and a learner. Themes of empowerment, innovation and collaboration are integrated in academic and extracurricular opportunities that result in each student's scholarship, service.

4. Vernon Malone College and Career Academy (9-12)
This school is a collaborative endeavor with Wake Tech and Wake County Government. Students can complete studies in one of the eight programs as part of their graduation credits. The school offers Biopharmaceutical Technology, Collision Repair, Cosmetology, Multi-Trades Technology, Nurse Aide, Simulation and Game Development, and Welding. Through an academic foundation paired with career-informed courses and work-based learning experiences, graduates may continue to a four-year university, or apply their earned credits towards an AAS degree, certificate or diploma program at Wake Tech.

5. North Wake College and Career Academy (9-12)
This school is a collaborative endeavor with Wake Tech. Students can complete studies in one of five programs as part of their graduation credits. The school offers Culinary, Hospitality, IT/Tech Support, Early Childhood Education and Emergency Medical Services. Through an academic foundation paired with career-informed courses and work-based learning experiences, graduates may continue to a four-year university, or apply their earned credits towards an AAS degree, certificate or diploma program at Wake Tech.

Articulation Agreements
The North Carolina High School to Community College Articulation Agreement is an agreement between the North Carolina Department of Public Instruction and the North Carolina Community College System. This provides a seamless process that joins secondary and postsecondary Career and Technical Education (CTE) program of study. The Local Articulation Agreement allows students to receive

Dual Credit
To support high school students earning college credit while in high school through Career and College Promise, NCDPI has determined dual credit allowances for courses included in the Universal General Education Transfer Component (UGETC) of the Comprehensive Articulation Agreement (CAA). UGETC courses will transfer for equivalency credit from NC Community Colleges to UNC Institutions. Students who enroll in and pass these college courses also will receive high school course credit based on the Dual Credit Allowances for Career & College Promise document.

International Baccalaureate
(IB) courses follow a curriculum created by the International Baccalaureate Organization (IBO), a non-profit educational foundation located in Cardiff, Wales. Students can take individual IB classes and earn a certificate of completion for each class (with a score of 4 or higher on the corresponding IB exam) or can be IB diploma students, which is a 2-year program for juniors and seniors. Students who decide to pursue an IB diploma must complete a specific set of criteria.

Single Subject Acceleration
Students meeting qualifying criteria in grades K-7 can take advanced academic content in mathematics or English Language Arts through Single Subject Acceleration (SSA). This ensures opportunities for appropriate levels of academic challenge.

Whole Grade Advancement
(WGA) is an option that can be considered for the few, highly gifted students who: consistently perform 2-3 grade levels above his or her current grade level in literacy skills (reading, writing, listening, speaking) and mathematics.

Early Kindergarten Entry
(EKE) is an option that can be considered for children who will reach 4 yrs. old by April 16th and demonstrates an extraordinary level of academic ability and maturity. See also WCPSS Board Policy 3422 Access to Academic Rigor and Acceleration

Practice H
Implements intentional strategies to broaden access to advanced learning opportunities for under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. These strategies may include talent development efforts.

District Response: Rationale: WCPSS is committed to identifying the academic needs of high-

functioning and high potential students from all populations regardless of identification in the AIG program. We believe it is imperative to support emergent talent as early as possible, establishing a commitment to achievement at an early age. Capable children may not be able to demonstrate their advanced learning potential on tests or other performance assessments until after they have access to challenging curriculum and enriched learning opportunities. We can serve and support our underrepresented children through nurturing and talent development in order to build vocabulary and develop thinking skills and problem-solving abilities.

Goals:
1. Increase access and opportunity to underrepresented populations by exposure to higher-level thinking.
2. Nurture high potential among students across all ethnic, geographic, and socioeconomic groups.
3. Implement the Third Grade Explorers Model to provide opportunities for all third-grade students exhibiting gifted behaviors and to nurture those behaviors among students across all ethnic, geographic, and socioeconomic groups.
4. Provide tools to assist principals and AIG teachers into incorporating equity representation goals and action plans into their school improvement plans.
5. Continue to expand the partnership with these departments: Office of Equity Affairs, Special Education, English as a Second Language, Elementary Education, Middle School Education, etc. to jointly develop and communicate expectations for equitable representation within AIG.
6. Include representatives from ESL/EL and Special Education in all SBCGEs when appropriate in talent search efforts. These individuals must be included for any student under their purview or can be standing members.
7. AIG having a bigger presence in high school based on middle school survey data.

Description: A Talent Development model will be implemented at each elementary school, based on the district's entry criteria. Talent Development will specifically target 4th-5th-grade students and 3rd grade during the 2nd semester. Students will participate based on data reviewed during PLT's and SBCGE meetings.

Talent Development students are defined by being high performing students that show the potential for AIG identification and/or that have high performing characteristics as outlined in the nomination process. While building the Talent Development population the schoolwide demographic population must be analyzed to ensure the district entry criteria is being adhered to. Other school data should be considered when placing students in the Talent Development program. Elementary students who are in the Talent Development program are served at the same time as identified AIG students and are provided with a minimum of 45 minutes of direct services per week per area where there is an indication of high performing skills.
Nurturing/Talent Development Model
K-2 students will be nurtured by the implementation of the K-2 Science Nurturing Project (science lessons infused with Nurturing for a Bright Tomorrow elements).

The Explorers Program will be implemented for all 3rd grade students during the first semester, which will lead to the Talent Development Program that will take place second-semester third grade through fifth grade. AIG identified students and students participating in the Talent Development Program will be served together in the same groups through pull-out or push in by the AIG Teacher. Participation in the Talent Development Program will depend upon various factors and multiple data points determined by the School-Based Committee for Gifted Education. A Talent Development Plan and

tracking document will be developed for the students who participate to allow for documentation of participation in the program. Students in 5th grade who participate in the AIG groups through Talent Development will be nominated for AIG services the second semester of 5th grade. Whole Grade Advancement, Single Subject Acceleration, or compacting will be considered if these services match student needs. Middle school AIG Teachers will collaborate with counselors and teachers, as well as meet in their SBCGE teams to promote the participation of underrepresented populations in the AIG program.

Practice I

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

District Response: Rationale: Additional opportunities for enrichment exist outside of the classroom within the school community as well as beyond the school. Gifted students benefit from innovative, challenging experiences.

Goals:
The Advanced Learning Services will promote and share information that may be of interest to students, parents and schools regarding opportunities for enrichment within the school community and in conjunction with outside agencies.

Description:
-Duke TIP
-Wake PAGE
-Science Olympiad
-Math Counts
-Geography Bee
-NC State Science House
-Odyssey of the Mind
-NC State SMILE Camps
-Academic Summer Programs at area colleges and universities.
-GEMS
-Wake County division of SCRIPPS Spelling Bee
-NAGE Resources

Ideas for Strengthen the Standard: -Create a 3-tiered instructional model that provides strategic learning opportunities based on the needs of identified and/or high achieving students.
-Middle schools will participate in the Talent Development model if budget allows.
-Provide high school AIG Coordinators to advocate for AIG identified students and underrepresented populations of students if budget allows.
-Enrichment resources aligned to the curriculum for classroom teacher use.
-Enrichment lessons are being written to align with the NC Standard Course of Study and EL curriculum in ELA, which will be made available to classroom teachers.
-Seeking more opportunities to invite stakeholders for sessions that align to the goals of the plan.

-New AIG Program Brochure/Guide
-Enrichment lessons are being written to align with the NC Standard Course of Study and EL curriculum in ELA, which will be made available to classroom teachers.
-Refine and monitor documentation of AIG student needs at receiving schools.
-School Counselors meet in small groups with AIG students at each school to conduct lessons and discussions on social and emotional needs of gifted students.
-Advanced Learning Services will create presentations focusing on social and emotional needs for AIG teachers to use with parents and teachers.
-Document and evaluate closely the data regarding participation and results of participation in the approved accelerative practices so that the most appropriate decisions are being made for students.
-Continue to research and evaluate accelerative practices that may be added to benefit students.
-Implement Talent Development Model at the middle school level.
-High School - working with and advocating for AIG students -advocating for underrepresented populations (ie: AVID type of program) to advocate for advanced placement
-High School - AIG teachers assigned to middle schools 25% of the time in order to advocate and collaborate with teachers and counselors.
-Students in the 99th percentile in either aptitude test will participate in an additional session of AIG services each week per area of identification.
-Forging partnerships with local agencies to provide schools with low socioeconomic families and less active parent volunteers the resources and volunteers to make some of the above participation for students possible.

Sources of Evidence: AIG Equity Collaborative Meeting Minutes
AIG Plan
Differentiated Education Plans
Professional Learning Team Minutes
AIG School Plan
SBCGE Agendas/Minutes
PLT Minutes
Professional Development Agendas/Minutes
Differentiated Education Plan
AIG Equity Collaborative team agendas
Professional Learning agendas and sign in sheets
AIG Workbooks
School Websites/newsletters
WCPSS Website
School Staff AIG Presentation Materials
Notes from Transition Meetings between elementary to middle - middle to high
Cumulative Record Files (yellow AIG file)
SSA Rosters
AIG Program Rosters
PLT Minutes
School Websites/newsletters
WCPSS Website
8th grade Interest Surveys
SBCGE Minutes
Meeting agendas and minutes
Board Policy 3422A Acceleration and Academic Advancement

Documentation from Early Entry Packet and applicant data
Whole Grade Advancement documents and data regarding recommendations decisions
Advanced Placement student participation data
Graduation data
Dual Enrollment data
Accelerative Practice data
Talent Development Planning & Tracking
ECATS: MTSS Checklists
AIG Website Listings
Programs and event updates to schools and disseminated at the school level
Program flyers
Documented contact with agencies and entities regarding existing opportunities and/or suggestions for new opportunities

Standard 3: 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.

District Response: Rationale: Differentiated curricula and instructional practices outlined in this plan align with the National Association for Gifted Children (NAGC) Pre-K through Grade 12 Gifted Program Standards, North Carolina AIG Program Standards adopted by the North Carolina State Board of Education, and the goals of the Wake County Strategic Plan.

Services for Academically or Intellectually Gifted students in WCPSS include differentiated curricula and instructional opportunities directed toward the unique needs of gifted learners. These services enrich and extend the North Carolina Standard Course of Study and span grades K-12 in Language Arts and Mathematics through real-world applications. Students may access above-grade-level curricula through content-based or grade-based accelerative practices as outlined in WCPSS Board Policy 3422 (Access to Academic Rigor and Acceleration).

K-8 math enrichment lessons and opportunities are available to support instruction as outlined in HB986. In middle school and beyond, students are placed in the "advanced" math class (Math 6 Plus, Math 7 Plus or Math 1 depending on the grade).

At the middle school level, WCPSS compacts mathematics classes to allow students to progress more rapidly through the NC Standard Course of Study.

WCPSS also offers Single Subject Acceleration (SSA) as an additional way highly capable and gifted students can access above-grade-level elementary or middle school content. SSA is the practice of assigning a student to a higher-grade level in language arts or math than is typical, given the student's age, to provide access to appropriately challenging learning opportunities. SSA is an accelerative practice that allows students to show mastery of the content of a course without having taken the course. Students can only be considered for acceleration in either language arts or math.

Whole Grade Advancement is another way to provide differentiated curricula and instructional opportunities. WGA is the ability to go into the next highest grade and perform with the highest group of students. WGA is an accelerative practice that allows students to show mastery of grade-level curriculum and an aptitude to succeed in the grade level above. Social and Emotional needs should also be considered before making a decision to whole grade advance a student. This student should be able to maintain this high level of performance throughout his/her school career.

Goals: The Advanced Learning Services Department in collaboration with AIG teachers will use data-based problem-solving to inform instruction to meet the needs of our students through a variety of

service options.

Description: Students receive differentiated curriculum and instruction that is greater in-depth, complexity, abstractness and level of instruction. WCPSS will develop and AIG teachers and regular education teachers will implement high-quality, comprehensive curricula which include the components of in-depth content, assessments, grouping strategies, teaching activities, and learning activities. Differentiated curricula and instruction align with the group and/or student Differentiated Education Plans (DEPs).

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.

District Response: Rationale: An AIG identified student requires curriculum modifications to adjust levels of learning so that they are challenged and/or enriched beyond the rigor of the NC Standard Course of Study. Based on data, students are placed into appropriate learning environments that match their needs based and aligned with the AIG Schoolwide Service Delivery Plan.

Students will participate in enrichment and extension activities in a variety of settings to meet their diverse academic needs. Additionally, AIG teachers will regularly attend grade-level Professional Learning Teams (PLTs) to support the grade level in developing and delivering extensions of the core curriculum.

Goals: At the beginning of the year, the AIG teacher will meet with each grade level to determine the best service delivery for all identified AIG students and add the information to the AIG School Plan.

Description:
●The AIG teacher provides direct and indirect services to identified students in grades 4th through 8th grade.
●The SBCGE uses school-wide data to create a plan to ensure that the needs of all AIG students are met. This plan should include students receiving differentiated instruction in the area(s) of identification.

Based on the number of AIG identified students at the school, the AIG Teacher's schedules must be flexible and fluid to ensure all students are provided with instruction that meets their needs. Instruction and services will be adjusted based on schoolwide data.

A variety of differentiated instructional strategies and methods are utilized within a school's program options to offer modifications that develop high levels of thinking and accommodate individual interests, achievement levels, and learning styles. The classroom teachers and the AIG teacher will work regularly together to align appropriate instruction for AIG students.

Instructional Practices
In-Class/Across Class flexible grouping is an instructional strategy that is used to facilitate appropriate instruction. Flexible groups allow for modification of curricula and instruction according to common

ability, readiness levels, learning styles, and/or interest of students. Identified students will have opportunities to be grouped flexibly without being separated from the rest of their classmates. This grouping may include flexible in-class or across-class for differentiated activities or units. Students may be pre-assessed to form groups based upon skill sets and interest levels.

Cluster grouping will be provided for students who demonstrate high potential based upon benchmark assessments, classroom performance, etc. Elementary and middle school principals, in consultation with the SBCGE, assign AIG students to regular education classrooms in clusters of four or more for the majority of gifted education services. Students are assigned to clusters based on similar needs. Differentiated curriculum and instruction are provided in the clusters to AIG students. Principals are responsible to ensure that appropriate clustering is a part of the school plan and is implemented correctly in the best interest of all students.
Course selection options At the high school level, the students self-selected courses to meet their personal differentiation wants/needs.

Curriculum Compacting for Middle School courses At the middle school level, WCPSS compacts mathematics classes to allow students to progress more rapidly through the NC Standard Course of Study.

Differentiated Instructional Units/Centers are created in order to link content and real-world applications in the core curriculum to extend the NC Standard Course of Study.

Individualized assignments to meet individual and cultural learning needs for students who demonstrate gifted behaviors.

Resource classes offered by the AIG teacher for AIG identified students with common and specific needs in specific curricular areas. Groups are formed, as needed, to assist differentiated curriculum and instruction.

Many acceleration opportunities offered in WCPSS do not require an AIG identification for participation, which should open the opportunity for all students.

Practice C
Incorporates a variety of evidence-based resources that enhance student learning.

District Response: Rationale: Gifted students require differentiated curriculum and instruction based on the characteristics of gifted learners.

Goals: A goal of the AIG program is to select, adapt, and create differentiated, challenging, culturally appropriate curricula to meet the needs of students with a variety of gifts and talents.

Description: There are a variety of differentiated curricular, instructional, and resource materials available to AIG and regular education teachers. Evidence-based resources that foster creative thinking, critical thinking, collaboration and communication which incorporate research-based models and methods.
These include:

●Learning Central AIG Headquarters Enrichment Lessons aligned with core curriculum

●K-2 Science Lessons embedded with Thinking Skills

●Variety of resource books and programs aligned with AIG Program initiatives, and current research in gifted education

● Professional library:

-Jacob's Ladder Fiction and Nonfiction

-Singapore Math

-Edward Zaccaro Math

Practice D
Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, and leadership.

District Response: Rationale: AIG Teachers collaborate with classroom teachers and content specialists in their schools to support the integration of 21st-century skills and specifically the 4C's (Communication, Critical Thinking, Collaboration, and Creativity) within the core curriculum and assist in the development of learners who are globally competitive.

Goals: AIG teachers will foster the development of 21st-century skills by implementing the 4 C's written in the district strategic plan to meet the needs of our students through a variety of service options and all teachers will embed this plan in their lesson plans. Additionally, AIG teachers will assist classroom teachers in conducting research to find materials and digital resources to infuse 4C's within the core curriculum.

Description: In order to promote the development of critical thinking skills, communication skills, collaboration skills, creativity skills as well as future-ready skills curriculum units are applied appropriately and differentiated for advanced learners. Additionally, AIG teachers will plan collaboratively with classroom teachers and provide resources to support the advanced learner while in the classroom.

Practice E
Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

District Response: Rationale: WCPSS classroom teachers use a variety of data (i.e. universal screening, diagnostic and performance assessments) to determine students' learning needs and response to instruction. Appropriate formative and summative assessment data will be used to guide instruction.

●Annually the SBCGE team will use summative data from EVAAS to determine the effectiveness of programming and the impact instruction, curriculum and environment are having on student growth for AIG and high potential students.

●AIG teachers will collaborate with general education teachers, grade/subject area PLT's to analyze students' interests, classroom performance, achievement, and/or learning preferences for informing

and planning appropriately differentiated instruction. Once formative data is gathered, AIG and grade/subject area PLT's will determine where identified AIG and high potential students are not demonstrating growth and develop plans to address.

●School leadership visits classrooms regularly to observe data-driven instruction. Observations and analysis of student work samples from the general education classrooms may indicate a need for additional support and professional development for general education teachers.

Goals: To increase the use of assessment data to drive instructional practice. The AIG teachers will work collaboratively with classroom teachers to use a balanced assessment approach including research-based pre-assessments, formative, diagnostic and summative assessments to inform instructional decisions in a variety of courses. The AIG teacher will use data and observation to determine needs for additional support in the regular education classroom.

Description: AIG Teachers work with grade-level Professional Learning Teams(PLTs) in schools to support the analysis of ongoing student assessment data. Common Formative assessments and district benchmark assessments are used regularly in addition to other classroom unit assessments, tests, projects, grades, and performance to determine need for planning differentiated learning opportunities.

AIG teachers monitor AIG students' achievement and growth using EVAAS, and collaborate with classroom teachers and administrators to achieve goals and facilitate further growth in reading and mathematics. Using data-based decision making, AIG teachers and classroom teachers will adjust curriculum, instruction, and environment to improve teaching and learning to increase student performance.

Annually the SBCGE team will use summative data from EVAAS to determine the effectiveness of school-wide programming and the impact instruction, curriculum and environment are having on student growth for AIG and high potential students.

On an ongoing basis, grade level or subject area PLTs will examine formative data to determine where identified AIG and high potential students are not demonstrating growth and develop plans to address those standards.

Practice F
Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

District Response: Rationale: Research tells us that for gifted students school pressures, whether externally or internally imposed, are often more intense than for their peers and can cause them to engage in behaviors that hinder their ability to take learning risks, and persist when faced with truly challenging learning tasks. Some advanced learners are faced with a true challenge for the first time as curriculum and learning tasks become increasingly rigorous. Therefore, it is important for teachers and parents to be aware of the particular social and emotional characteristics of advanced learners. It is important that educators address the social and emotional needs of the gifted learner in a manner to support healthy effective growth, as well as academic development. The role of the AIG program is

to support AIG teachers in recognizing and meeting the social-emotional needs of AIG students as well as building the capacity of other staff within their buildings to recognize and meet these student needs within their school.

Goals: AIG teacher will increase awareness and support the social and emotional needs of the AIG student by creating and/or sharing affective curricular and instructional practices with classroom teachers and other school personnel.

Description: The Advanced Learning Services team will collaborate with other departments to develop content and support the implementation of the district's K-12 BIMAS Social Emotional and Behavior screener (pilot/cohort model) to increase awareness of social and emotional characteristics common among gifted learners.

Actions to address this goal include:
● Provide information on the social and emotional needs of gifted students on district and school websites to ensure access to all stakeholders.
● Collaboration and participation on the district's K-12 Behavior Collaborative to align district initiatives with the needs of AIG students.
● Build the capacity of the AIG teachers in building awareness and addressing the social-emotional needs of AIG students as well as building the capacity of other stakeholders in the building to address the needs.
● Integrate culturally responsive, social and emotional elements into units of study that support the development of AIG students as well as equip classroom teachers to do so as well.

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

District Response: Rationale: The development of gifted behaviors at a young age is critical for achievement and development of full potential. Highly capable children may not be able to demonstrate their advanced learning potential until they have access to enriched learning and extended vocabulary opportunities. Regular education teachers typically do not have a background in gifted behaviors; therefore they often do not recognize the capabilities of students from underrepresented populations. The AIG Program provides opportunities and resources that support classroom teachers in recognizing potential in all students and nurture the gifted behaviors of young students at the K-3 level.

According to the National Association for Gifted Children (NAGC), "bright children who enter school behind or with some academic weaknesses still can learn at a faster rate and with less repetition than their typically developing peers. Instruction that proceeds slowly with small increments of knowledge will neither engage nor motivate these students, nor will it allow their advanced problem solving and reasoning abilities to become obvious to teachers."

The School-Based Committee for Gifted Education (SBCGE) will use student and schoolwide data to identify groups of students who demonstrate the need for differentiated instruction via the WCPSS

AIG Identification as well as students who would benefit from nurturing or talent development opportunities. These students will be monitored using ECATS: MTSS for future consideration for AIG Identification.

Goals: By providing opportunities and resources that nurture gifted behaviors of young students, the AIG program will cultivate and develop the potential of young (K-3) students through purposeful and intentional exposure, strategies and differentiated curriculum and instruction.

Description: Below is a summary of the WCPSS AIG Program Nurturing and Talent Development Initiatives for K-3:

K-2 Nurturing:
●All K-2 classroom teachers will use the K-2 Science Nurturing Project lessons that are developed to challenge high-end learners and allow teachers to observe and document student responses that indicate potential AIG characteristics. The lessons also target the needs of underserved populations of primary learners who need exposure to more complex vocabulary, thinking, and processing skills.
●Consultation and collaboration between AIG teachers, who are trained in recognizing gifted behaviors, and classroom teachers, to identify advanced learning potential.
●Differentiated curriculum and instruction resources provided to regular education teachers.
●Enrichment Lessons Resources:
  Primary Education Thinking Skills (P.E.T.S.)
  Kids into Thinking (KITS)
  K-2 Science Nurturing Project lessons
3rd Grade:
The Third Grade Explorers Model (first semester) provides opportunities for students to demonstrate gifted behaviors during the first semester. Throughout the first semester, the AIG teacher works in partnership with all third-grade teachers to provide a variety of in-class experiences in language arts and mathematics designed to elicit high academic performance. All third-grade students participate in whole-class experiences. As the semester progresses, students who demonstrate potential in these in-class experiences receive advanced and enriched learning opportunities.
●Student groups are flexible and fluid throughout the first semester to allow students with varying strengths and gifts to benefit from higher-level instruction from an AIG teacher.
●Data collected during the implementation of Explorers Nurturing Model is an integral part of the identification process for third-grade students. Selected work samples are designated for inclusion in the student portfolio and the AIG teacher will collect work samples demonstrating higher-order and problem-solving skills. These work samples can be used as part of the student's portfolio to support the need for AIG identification.

Practice H
Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

District Response: Rationale: The knowledge and expertise of professional staff are critical to the development of comprehensive differentiated curricula that is aligned appropriately with the NC Standard Course of Study and provides necessary rigor and challenge.

Goals: To promote a shared responsibility to meet the needs of gifted students and to establish clear roles for various personnel. AIG teachers will collaborate and promote communication with classroom teachers and other school stakeholders, including, but not limited to, Special Education and the ESL department. These partnerships will create awareness and possible solutions for identifying students in underrepresented populations.

As a partner in the district's Multi-Tiered System of Support (MTSS) implementation plan, Advanced Learning Services will ensure alignment and building the capacity of school's to connect the work of the AIG programming to the essential components of MTSS and optimize implementation within their buildings.

The AIG teacher will collaborate at least monthly with each grade level to engage in data based problem-solving to identifying growth and/or lack of growth of students based on data discuss additional students throughout the year that is demonstrating the need for nurturing or talent development discuss the students nomination process

Description: AIG teachers will collaborate with appropriate school personnel in order to meet the needs of all identified students, including students who are dually identified. AIG teachers should be invited to attend IEP or 504 meetings for dually identified students. During grade/subject level PLTs, the AIG & classroom teachers, will work collaboratively to prescribe appropriate strategies and targeted support to address individual needs and foster increased the success of students.

AIG Teachers provide direct & indirect services to AIG students in grades 3-8. AIG elementary teachers will devote the majority of direct instructional time in a resource (pull out) setting. Some elementary students may receive additional instruction in the regular classroom (collaboration). All middle school AIG teachers will devote the majority of direct instructional time in either resource (pull out) and, if time allows, collaboration (push-in) model. The selection of AIG service delivery in middle school will depend on the number of identified students and school plan.

Some examples of essential elements of differentiated instruction:
● Differentiation of content, process, and/or product
● Development of communication, collaboration, critical and creative thinking skills
● Model lessons for best practices
● Effective questioning
● Tiered lessons and assignments
● Independent study contracts
● Open-ended problem solving
● Socratic Seminar
● Compacting curriculum using pre and post-assessments

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 student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective

programming, provide a continuum of services, and support school transitions.

District Response: Rationale: The AIG Plan provides structure for service delivery to ensure appropriate service to meet student needs. AIG teachers will continue to use the DEP to facilitate communication with parents, teachers, and students about how differentiation occurs.

Goals: AIG teachers will annually develop DEPs for identified students in grades K-8 to meet the needs of identified students. DEPS for high school AIG students remain the same throughout grades 9-12; the student's self-selected courses to meet their personal differentiation wants/needs.

Description: Reviews of each K-8 AIG identified student's DEP are conducted in collaboration with grade level and/or classroom teachers to determine student needs and response to instruction. As a result of this collaboration, DEPs are created at the beginning of each academic year to address the needs of the group and/or individual students. AIG teachers will provide parents with a copy of the DEP. Parents have the opportunity to request a conference to review services outlined in the DEP. Any identified students experiencing academic difficulty in K-12 will be provided with an Instructional Support Plan in an effort to encourage, assist, and promote their academic success.

The High School Differentiated Education Plan (HS-DEP) indicates areas of service for students in grades nine through twelve. A copy of the high school DEP is provided to parents of identified students at the end of the eighth-grade academic year. Accelerated high school students are served through honors and advanced placement classes and International Baccalaureate classes, if available.

Ideas for Strengthen the Standard: -Continue to collaborate with the academics elementary and middle school teams, to develop enrichment and extension lessons aligned to EL Education, Open Up Resources, and MVP and create opportunities to impact core instructional planning and delivery.
-Expand and revise the AIG Curriculum Bank aligned to our current resources in EL Education, Open Up Resources and MVP to include additional enrichment units for AIG Teachers to utilize at the elementary and middle school level.
-AIG teachers may observe regular classroom instruction to determine ways to assist teachers with better utilization of differentiation strategies.
-Update and communicate AIG Toolkit that will include a description of cluster grouping as well as a menu and description of other possible configurations and services for AIG students.
-Continue to develop and build classroom resources to support differentiation in Learning Central to support gifted students
-Establish a district-wide vetting process for revising current AIG curriculum to ensure rigorous standards based instruction is meeting the needs of gifted students
-AIG teachers will work collaboratively with The Advanced Learning Services Department to research and develop a list of highly recommended resources to utilize in classrooms and incorporate the 4 C's.
-Incorporate a focus on Learner Agency, Social-Emotional Learning, the 4 C's (collaboration, creativity, communication, and critical thinking), and other components of Dynamic Learning Experiences into staff development for AIG teachers.
-Design curriculum that offers student agency to ensure personalization.
-Ensure that all AIG curriculum and enrichment lessons include appropriate pre and post

assessments.
-Continue to refine and update the portfolio assessment process.
-Work with district to create an observation form that includes advanced learning.
Advanced Learning Services will continue to research best practices for meeting the social and emotional needs of the gifted learner.
-Advanced learning Services will join the district's Pre-K to 12 Behavior Collaborative Team
-Continue to focus on Learner Agency, Social-Emotional Learning, the 4 C's (collaboration, creativity, communication, and critical thinking), and other components of Dynamic Learning Experiences into staff development for AIG teachers.
-Monitor the implementation of the nurturing programs. Use data to guide, monitor compliance and implementation. Make adjustments and provide feedback to teachers; seek ways to expand and infuse future work.
-Once implemented, WCPSS will monitor the fidelity and effectiveness of the K-2 Science lessons by collecting data.
-The Advanced Learning Services Team will continue to collaborate on various district teams to ensure alignment to better serve our school stakeholders and AIG population.
-Merge the members of the Intervention and School Based Committee of Gifted Education team to create one school team that uses data to determine the needs of groups and individual students who need additional support.
-Modify the DEP process in eighth grade so DEP information is available for high school registration.
-Continue to work on effective ways to increase communication with all stakeholders.

Sources of Evidence: AIG Schoolwide Service Delivery Plan
Differentiated Education Plans
Differentiated Course Plans
Student Work Samples
Wake's AIG Headquarters in Learning Central
Learning Central Enrichment Lessons
K-2 Science Nurturing Project Lessons
Professional library:
Jacob's Ladder Fiction and Nonfiction
Singapore Math
Edward Zaccaro Math
School-based or district AIG meeting agendas and materials
Teacher Lesson Plans that incorporate 4C's
district and/or state assessment data
Student Portfolios collected by general education and/or AIG teachers
EVAAS Math & ELA predictor
EOG growth data for AIG students
Formative and summative assessments
NC Check Ins Data
SSA and WGA data and records
Documentation (agendas, notes, presentations, etc.) from staff development and parent sessions that address the social and emotional needs of gifted learners
District BIMAS social emotional and behavior data for AIG students
Utilize video and DPI Booster Shot resources which address social and emotional needs of gifted learners
Documentation (agendas, notes, presentations, etc.) from staff development and parent sessions that

address the social and emotional needs of gifted learners
AIG Curriculum Bank on AIG Headquarters in Canvas
 Enrichment Lessons found on CMAPP 2.0
AIG distributed resources
Student Portfolios
Professional Development Resources
Professional Learning
School Based Committee meeting agendas and notes
504 Meeting Minutes
Differentiated Education Plan (DEPs)
Differentiated Course Plans (DCPs)
AIG Curricular Resources
AIG teacher modeling in the regular classroom setting
School Based Committee for Gifted Education meeting notes
Instructional Support Plan
HS-DEP
Differentiated Education Plans (DEP's)

Standard 4: 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.

District Response: Rationale: In order to appropriately serve approximately 26,000 identified gifted students as well as nurture the academic potential of K-12 students, Advanced Learning Services personnel includes a Director, a Senior Administrator, a Data Manager, three Coordinating Teachers and a Psychologist at the Central Services level. WCPSS supports over 180 school-based AIG teachers.

Goals:
1. WCPSS Advanced Learning Services seeks to recruit and retain program personnel with NC AIG licensure.
2. Continue to evaluate job duties and revise job descriptions of program personnel to ensure the most effective utilization of resources and provisions for services to students.
3. Program budget will be continually evaluated to better meet the needs of schools.

Description: 2019-2022 Advanced Learning Services Staff will consist of the following positions:
●Director
●Senior Administrator
●Three Coordinating Teachers (CTs)
●AIG Psychologist
●Data Manager
●AIG Teachers

The AIG licensed Central Services Staff work to develop and monitor the implementation of the AIG Plan, with ongoing feedback from the AIG Equity Collaborative team that consists of administrators, teachers, students, parents, and Central Services staff. All Advanced Learning Services Staff will be employed twelve months to oversee all aspects of the AIG program including budget and communication. Advanced Learning Services Staff collaborate with stakeholders, including other departments to support schools on all instructional calendars: year-round, modified, magnet, and traditional. Advanced Learning Services staff are hired by and reports to the Advanced Learning Services Director.

Practice B
Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

District Response: Rationale: At the elementary level, AIG teachers provide a minimum of 45 minutes of direct services per week per area of identification (language arts and/or math). Talent Development students are defined by being high performing students that show the potential for AIG identification and/or that have high performing characteristics as outlined in the nomination process. While building the Talent Development population the schoolwide demographic population must be analyzed to ensure the district entry criteria is being adhered to. Other data that should be considered when placing students in the Talent Development program. Elementary students who are in the Talent Development program are served at the same time as identified AIG students and are provided with a minimum of 45 minutes of direct services per week per area where there is an indication of high performing skills.

At the middle school level, 6th-8th AIG Identified students are served 45-60 min. per week during Enrichment/Remediation period. When Enrichment/Remediation classes held at the school are less than 45 minutes, AIG teachers will provide more than one class per week per area of identification. (Depending based on the number of identified students, the service time will look different at each school.

At the high school level, students self-select their advanced course of study including Honors, Advanced Placement and International Baccalaureate courses. Governor's School and other enrichment opportunities are available.

AIG licensed professionals are educated in best practices in academics and data-based problem solving, and meeting the needs of gifted and Talent Developed students. AIG teachers assist in nurturing and identifying students who demonstrate gifted characteristics. The Advanced Learning Services Director establishes allotments, monitors and utilizes funding to support gifted programming. Advanced Learning Services staff support school staff, including AIG teachers and administrators. AIG teachers and administrators are responsible at the school level to appropriately implement the WCPSS AIG plan and adhere to related WCPSS Board of Education (BOE) policies and applicable state laws. Additional monitoring will ensure fidelity and consistency in serving the academic, intellectual, and social/emotional needs of gifted learners by appropriately implementing the local AIG plan.

Partner with student services to determine resources (such as DPI booster shots) for social emotional learning for counselors and other stakeholders to build an awareness of social emotional needs of our gifted population. The team will use current and future SEL/behavior screener data to identify some of these targeted areas based on student data from AIG identified students.
A review will be done of the alignment of the existing curriculum, such as EL and MVP, to determine if specific social and emotional needs of gifted learners are being addressed.

Goals:
1. Continually review and evaluate the needs of the Advanced Learning Services staff, specifically AIG teachers' roles, schedules, and responsibilities in supporting the academic, intellectual, and social/emotional needs of gifted learners.
2. Seek ways to increase the numbers of appropriately licensed staff to continually improve program implementation to best serve students at all levels.
Description: AIG teachers hold an add-on AIG license issued by the North Carolina Department of Public Instruction. These educators have specific training regarding the academic, intellectual, social,

and emotional characteristics and/or needs of gifted learners. These professionals are also trained to identify characteristics in students with high potential who may not typically be identified in gifted programs. The AIG teacher is an expert at the school for differentiation and provides professional learning sessions to assist other staff members at the school site to appropriately serve AIG identified and other highly capable students.

AIG teachers are hired by and report directly to the Principal at the school site. Teachers employed through AIG months of employment must have an AIG license, or be actively enrolled in working toward one. AIG Teachers with AIG licensure (or who are on a plan to complete that licensure within a two-year period) are employed for specific months of employment at each elementary and middle school within WCPSS. The AIG teacher serves as the SBCGE chair at their assigned school. The AIG teacher also directly serves students through a hybrid model including both pull out and push-in. The AIG teacher will work collaboratively with classroom teachers to plan and provide appropriate levels of differentiation for nurtured, Talent Developed, and AIG-identified students.

Practice C
Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

District Response: Rationale: WCPSS Advanced Learning Services staff and AIG teachers will participate in professional learning that supports the use of data-based problem solving, critical thinking skills, how to recognize giftedness, and giftedness in underrepresented populations. WCPSS Advanced Learning Services staff and AIG teachers will participate in professional learning that supports the use of researched and/or evidence-based teaching practices to aid in a deeper understanding of how to identify students and provide support as needed by teachers. AIG staff will provide professional learning that will support establishing and sustaining instructional practices that assist nurturing and Talent Development programs which will lead to increased growth. Talent Development is nurturing for 4th and 5th graders. Talent Developed students will have some of the same experiences as their identified peers with the goal of identification and/or significant growth.

Goals:
1. Determine the length of time and variety of ways professional learning can be provided to WCPSS staff. 2. Provide ongoing professional learning opportunities for all AIG program staff on the strategies that support academic progression. AIG teachers will be expected to build the capacity of school staff to support high achievers.

Description: WCPSS Advanced Learning Services staff is responsible for disseminating AIG program information and training throughout the district. All WCPSS teachers are expected to provide differentiated instruction and/or support differentiated instruction that meets the needs of all students.

WCPSS Advanced Learning Services will collaborate with various departments throughout the district that support advanced learning that is based on the academic needs of all students.

Gifted licensure is recommended and encouraged for teachers of gifted cluster groups and is required of AIG teachers. High school Advanced Placement (AP) and Honors level teachers will meet College

Board requirements, and International Baccalaureate (IB) teachers will earn either the IB certificate in teaching and learning or the IB advanced certificate in teaching and learning research.
Through professional development the following will be supported:
●How to analyze data through the use of Team Initiated Problem-Solving

●Evidence-Based/Research-Based practices

●How to differentiate instruction

●How to identify giftedness in underrepresented populations

●Use of Every Child Accountability Tracking System (ECATS) to track AIG identified and
Nurture/Talent -Development student's attendance, behavior and academics

●Growth Mindset

●Implicit Bias

Possible Models for completing Professional Development include:
●Professional Learning, conferences and/ or institutes facilitated by Advanced Learning Services

●Regional professional follow-ups after district-wide professional learning opportunities

●Web-based Gifted Education Learning Modules

●DPI AIG Web-based Gifted Education Learning Modules and
Workshops, conferences, or courses offered by universities, DPI, or other recognized educational organizations

●Site visits and observations by classroom and AIG teachers (with administrative approval)

●Collaboration for training with AIG staff, other school-based specialist in PLTs, grade level meetings, or school staff meetings

Practice D
Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

District Response: Rationale: District-wide professional learning with AIG teachers will increase overall instructional rigor and the use of best practices that have previously been found primarily in gifted programs. While refreshing and retraining themselves, AIG teachers will participate in and support classroom teachers in this work. With the high number of gifted students in the district, and with the need for differentiated instruction in the regular classroom, our professional development priority must focus on deepening general education teachers' understanding and use of differentiated instruction in the classroom. In addition, nurturing and Talent Developing services within our K-5 classrooms must be a priority. AIG staff will learn and implement strategies for teaching gifted students and nurturing/developing academic potential. AIG staff will support all staff that serves high performing students. Advanced Learning Services staff and AIG teachers will be responsible for developing a consistent process to train classroom teachers in nurturing pedagogy to increase awareness of underrepresented populations needs and general misconceptions about gifted students.

Goals: AIG students will be placed in cluster groups for service in their identified area, Reading and/or Math when in regular education classes. Special consideration must be given to the size of cluster groups for management of collaboration by the AIG teacher and classroom teacher. Clusters

in regular, mixed-ability education classes will consist of at least four identified gifted students. The cluster group teacher will have the opportunity to receive training and will cooperatively plan with the AIG teacher in how to best meet the needs of AIG and highly capable students.

Building level administrators and AIG teachers will facilitate scheduling classes to ensure differentiation of student instruction through grouping and collaboration. Special attention will be needed by administrators to support AIG teachers for appropriate learning environments that are matched with the AIG plan.

AIG teachers will partner with the counselor to ensure effective student placement AIG teachers will communicate with stakeholders, specifically parents, about all aspects of the AIG program as well as serve as the liaison between Advanced Learning Services and their school site.

Description: Gifted licensure is required for all AIG teachers. AIG licensure is highly recommended for teachers of gifted cluster groups. The WCPSS Academics Department and/or Advanced Learning Services staff will offer opportunities for classroom teachers to participate in professional learning to meet specific needs of AIG and highly capable students in general education/cluster groups. The professional learning will align with research-based/evidenced-based state and national recommendations for gifted education as well as align with district adopted NC Standard Course of Study and the WCPSS Strategic Plan.

School Administrators will appropriately cluster group AIG students based on their area(s) of identification. Teachers of cluster groups should use the NC Standard Course of Study as a basis for student pre-assessment and adjust instruction according to students' strengths, interests, and developmental levels with respect to reading and or math service level. Curriculum for identified students should be aligned to the curriculum offered to the general education students. This does not mean additional content, but rather allowing for a greater depth of knowledge of content and/or independent study within the content.

Practice E
Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.

District Response: Rationale: The AIG Program professional learning is aligned with the WCPSS district-wide initiatives and practices to promote optimal student learning and teacher effectiveness.

Goals: Collaborate with various departments/programs to ensure that educators have the tools and resources to best serve formally identified students as well as foster and serve those students who are highly capable. Partner with other WCPSS departments to provide professional learning with a focus on equitable access and opportunity and academic rigor.

Description: Professional learning alignment is a collaborative effort of the AIG Program with other WCPSS departments. The professional learning plan aligns with North Carolina AIG Program Standards established by the Department of Public Instruction. Professional learning will include skills in progress monitoring and utilization of data for AIG services as well as utilizing WCPSS district formative assessments to better serve the needs of AIG students. Professional Learning is also

aligned to Wake County's five identified NC Star School Improvement Indicators.   AIG teachers in collaboration with school administrators will lead the implementation of best practices for gifted education by providing additional professional learning based on identified school needs. In addition, the Advanced Learning Services department will also partner with other WCPSS departments to provide professional learning that targets equitable access to the highest appropriate rigor for underrepresented populations.

AIG Teachers
The Advanced Learning Services staff and other educators develop and implement academic programs and rigorous, relevant curricula that equip students with the knowledge, skills, and dispositions needed for success in meeting 21st-century challenges. The AIG Program designs and implements ongoing professional learning for AIG teachers to increase expertise by providing:

●Extensions and enrichment curriculum aligned with the NC Standard Course of Study that will provide appropriate differentiation for the gifted and high performing students.
●Consultation services will be provided to all classroom teachers.
●Professional learning will be provided for school personnel, based on the school's specific data based needs.

The AIG Program provides classroom teachers learning opportunities specific to the potential, characteristics, and needs of gifted learners and differentiation practices for students from kindergarten through twelfth grade. AIG Teachers support classroom teachers as they review, reflect upon, and refine their use of differentiation in managing curricula, instruction, and assessment to promote optimal student growth and achievement.

Elementary and middle school AIG Teachers focus on teaching and learning in their schools. They facilitate multiple forms of professional learning. The AIG teachers share knowledge and best practices, develop a rigorous and relevant curriculum, and collaborative plan lessons to support student success. AIG teachers will provide in-class instruction, pull-out instruction, and plan collaboratively with grade levels during PLT to support optimal academic, intellectual, social, and emotional student growth.

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

District Response: Rationale: Professional learning for AIG teachers is incorporated into all Advanced Learning Services District meetings. AIG Teachers evaluate and provide feedback as part of the ongoing staff development improvement process. AIG teachers implementing best practices that are effective for students served will be asked to share at the district or regional meetings. Regional Leads will be asked to lead small group professional learning.

Goals: In collaboration, Advanced Learning Services and AIG teachers will have opportunities to plan and implement best practices for professional growth in addition to fostering high growth for all students. The AIG Regional Leads and Advanced Learning Services will collaboratively plan and

facilitate professional learning that is aligned with research-based/evidence-based practices.

Description: The AIG teacher works with classroom teachers to plan and deliver appropriately differentiated instruction that is aligned with NCSCOS. This encourages students to display products that reflect their abilities while applying complex thinking and questioning. District Level staff will observe instructional practices of the AIG teacher and provide coaching/feedback and follow up for improvement. Advanced Learning Services staff will collaborate with other departments to provide material and resources that support instruction.

Ideas for Strengthen the Standard: -Seek funding for additional Central Services staff to support the over 180 schools in WCPSS. Seek funding to provide additional MOEs to support Gifted students as well as Nurturing/Talent Development.
-Continue to support professional learning opportunities for AIG and classroom teachers specifically aimed at developing critical thinking skills to promote the growth of all students with continued focus on underrepresented populations in the AIG program.
-Increase collaboration with other programs and departments within WCPSS, including but not limited to, Office of Equity Affairs, English as a Second Language, and Title One to continually seek opportunities to embrace and implement best practices for gifted education.
-Collaborate with other school districts that are successfully meeting the needs of all gifted students
-Collaborate with nationally-recognized gifted education experts for the purpose of increasing the identification of underserved gifted populations and refining practices to support the academic success of students served.
-Develop an in-house AIG licensure system and/or add-on licensure system
-Advanced Learning Services Staff collaborates with the Academics and Student Support Services to support high school classroom teachers with differentiation.
-Continue to seek best practices to best serve students and promote professional learning opportunities.
-Collaborate with surrounding districts to bring in gifted education equity experts for the purpose of providing professional learning
-Collaborate with Middle School and High School teams to improve equitable access to highest appropriate rigor for underrepresented populations.
-Provide professional learning that is tailored to the demographic needs of the school
-District level coaching and modeling provided for teachers at their designated school
-Develop model classrooms and structures within the district for others to emulate
-Strengthen Secondary programming by providing more opportunities for those who support gifted students at the secondary level.

Sources of Evidence: Job descriptions of the Advanced Learning Services Director, Senior Administrator, Coordinating Teachers, AIG Psychologist, Data Manager and AIG teachers.
AIG Teacher Schedules, School Plans, Differentiated Course Plans, etc.
Licensure status of the Director, Senior Administrator, Coordinating Teachers and Psychologist (maintained by HR)
AIG Teachers' schedules
Evaluations by school administrators reported in NCEES
AIG teacher job descriptions
Licensure status of the AIG Teachers (maintained by HR)

List of advanced courses of study
Governor's school website and materials
AIG Website
List of enrichment opportunities
AIG professional learning agenda
Professional Growth Plans
Evaluations from NCEES
ESchools/Wakelearn transcripts
Online Course Registrations (ex: Wakelearn)
Professional Learning Session agendas/materials
Student Lists ECATS
District list of licensed AIG teachers
School schedules of cluster grouped classes
Documented PL participation in eSchools
Differentiation Course Plan
Differentiated Education Plan
Professional learning schedules
AIG Teacher Meeting Agendas
Extension and Enrichment units
Lesson plans denoting specific differentiation opportunities
Student portfolios
Professional Development identified in School Improvement Plans
AIG meeting agendas
Student work samples
District Level school visit

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 that are intentional and meaningful to support the following needs of AIG students:
* academic and intellectual
* social and emotional

District Response: Rationale: The Advanced Learning Services department values and provides clear and concise communication between the school district, schools, families and community partnerships regarding information about the AIG program and other related services to ensure the academic and social emotional needs of AIG students are met.

Goals: Creating effective two-way communication between the Advanced Learning Services department, schools, families and community about the needs of AIG students at different stages of their educational career. Effectively sharing news and accomplishments of the AIG program through a variety of methods (i.e. Wake website, Twitter, Learning Central). Ensuring that relationships are fostered for more open communication among all stakeholders.

Description: The Advanced Learning Services team provides two-way communication between the district, schools, families and community regarding AIG students' needs at different stages of their K-12 educational career, how the district builds the capacity of the school to meet student needs and shares news and accomplishments.

The AIG program will provide clear and concise information (translated for diverse population), in the following ways:

District:
●AIG Program information on Wake website
●AIG Parent Guide
●Creation of powerpoint shells for Parent Information and 3rd Grade Explorer meetings at the school levelAIG
●Parent Brochure
●Partnerships with community

School:
●Parent Information Meetings
●3rd Grade Explorers Meetings
●AIG Program information on school websites
●Individual parents conferences and documents

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.

District Response: Rationale: The Advanced Learning Services team provides frequent, ongoing communication about Wake County's AIG program to all stakeholders, including schools, families and community partnerships. Opportunities to learn about the AIG Program are created by the district and school level, to ensure that all stakeholders are more consistently informed across the district.

Goals: The Wake AIG website will be updated to reflect the 2019-2022 AIG Plan. Updated information will be shared with all stakeholders through the updated AIG Parent Guide and AIG Program brochure.

Description: The Advanced Learning Services team will maintain and update the AIG website in collaboration with the Communications department. The AIG website is accessible by a link on the Wake County Public School System website and should be linked on each school's website.
AIG Parent Information sessions meet the following objectives:

Elementary:
●K-3 services for early identified students
●K-2 overview of the AIG Nurturing program
●3rd grade Explorer's model
●3-5 AIG services
●Talent Development Model
●SSA
●WGA
●EKE

Secondary:
●6-8 AIG services
●Accelerative opportunities

The Advanced Learning Services team will share information with community groups upon request. The director will present an update of the status of the AIG Program to the Superintendent Leadership Team, the Wake School Board and other district groups upon request.

Practice C
Establishes and utilizes an advisory group to develop, implement, and monitor the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents and families, AIG teachers, and other instructional and support staff.

District Response: Rationale: Stakeholder involvement is critical in the development of the AIG Program and the success of the AIG Plan implementation.

Goals: The AIG Equity Collaborative will continue to meet monthly to support, evaluate the implementation and the effectiveness of the plan using a developed logic model.

Description: The AIG Equity Collaborative Team represents the diverse demographics of the community in which we serve. The committee participates in using data to problem solve implementation barriers and creates revisions when necessary related to AIG programming. The Director of Advanced Learning and Intervention Services maintains the AIG Equity Collaborative Team by selecting additional team members to participate in district meetings. The goal of this committee is to ensure the goals and objectives of the AIG plan are yielding in increased student achievement for all students.

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

District Response: Rationale: Enrichment opportunities should be publicized to parents, students and the community to ensure all stakeholders have equitable access. Information should be available in English and Spanish, as well as additional languages based on the district's population. Advanced Learning Services will collaborate with the Office of Translation and Interpretation Services to ensure parents have all AIG communication in their native languages.

Goals: Collaborate with the Communications department to ensure pertinent information is accessible to all stakeholders via the Wake County Public Schools website as well as each school's website. Collaborate with the Office of Translation and Interpretation Services to provide translated materials and interpreters at AIG parent meetings and other AIG functions as needed.

Description: Advanced Learning Services strives to ensure equitable access of all AIG program information and encourages families to take advantage of programs/activities that provide challenging enrichment and exploration opportunities for AIG students. The Office of Translation and Interpretation Services supports translating perintent AIG documents and coordinators interpreters, as needed, to support parent communication. AIG Program Family Brochures will be distributed to parents of limited English proficient students via Wake County's Center for International Enrollment. Schools will request additional AIG program documents to be translated in native languages when needed by accessing the district's Translation Request Form. Advanced Learning Services will coordinate with the Office of Translation and Interpretation Services to set up interpreters for district AIG parent information sessions. For schools, the AIG teacher will access the district's Interpreter Request Form to arrange interpreters for school AIG parent information sessions. This will ensure all parents have equitable access to program specifics and the tools needed to advocate for their child/children as needed.

Practice E

Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and gain support for AIG programs and services.

District Response: Rationale: Community agencies and business partnerships offer critical support for gifted education and opportunities for gifted learners. Collaboration with colleges and universities will provide opportunities for authentic, accelerated learning experiences for gifted students.

Goals:
1. Evaluate the effectiveness of current and/or past partnerships.

2. Create and maintain opportunities for gifted students to experience academic programs through college/university partnerships.
3. Build upon relationships with local colleges/universities, businesses and industries that create real-world learning experiences for gifted students.
4. Provide & collect survey data from partnerships to determine the effectiveness of the partnership as well as areas for improvement in order to increase opportunities and experiences for gifted students.

Description:
Disseminate list and descriptions of existing partnerships/activities for families/students; targeting increased opportunities for families from underrepresented populations.
●PAGE Super Saturdays at Meredith College
●Governor's School
●Duke TIP

Advanced Learning Services provides community outreach efforts in the following ways:
●Meets with community members representing underserved/underrepresented populations for a variety of events and community meetings.
●Works to build partnerships with local colleges, universities, and businesses to provide professionals as mentors and resources for AIG students as needed.

Ideas for Strengthen the Standard: -Increase the use and frequency of media used for communication
-Continue to collaborate and seek new community partners
-Continue to collaborate with other district department (i.e. Office of Translation and Interpretation, Office of Equity Affairs, Communications)
-Create a variety of multimedia presentations, to include but not be limited to podcasts, video segments and presentations to be posted on the Wake website.
-Remain proactive in forgoing relationships for collaboration for input and continuous improvement with regard to the AIG program from a variety of stakeholders who represent diversity within the school district and community.
-Increase AIG support in high schools
-Continue to find additional ways to solicit feedback from the community for continual improvement.
-Collaborate with the Office of Equity Affairs, Magnet Programs, ESL, Special Education and Data and Accountability to ensure equitable representation.

-Establish AIG student and parent focus groups to provide regular feedback and improve the parent and student experience.
-Continue collaboration with the Office of Translation and Interpretation and yearly review effectiveness of procedures and problem-solve barriers to improve the process.
-Continue collaboration with the Office of Communication and yearly review effectiveness of procedures and problem-solve barriers to improve the process.
-Partner with standing organizations such as NCCAT, NC RESA and other individual LEA's to create opportunities for professional development in gifted education and needs of gifted learners for teachers, administrators and/or the community.
-Partner with the Office of Equity Affairs and community organizations to create mentorship opportunities for AIG students.
Partner with local colleges and universities to provide additional enrichment opportunities as well as provide professional development for WCPSS staff.

Sources of Evidence: Meeting agendas
School Based Committee of Gifted Education team meeting agendas
AIG websites
AIG Parent Brochure
AIG Program Website (District and School)
AIG Program Brochure
AIG Parent Guide
Agendas and attendance records from information sessions
Middle and high school course guides
AIG district and school websites
Brochures/Flyers
Translation Request Form
Interpreter Request Form
"Year at a Glance" document with communication services
Flyers for events and opportunities for gifted students
Agenda and minutes from meetings with community partnerships

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 to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. 115C-150.5-.8 {Article 9B}), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

District Response: Rationale: Stakeholders have opportunities to help develop the AIG plan and any local BOE policies associated with the AIG program. Feedback is used for revisions intended to improve the program.

Goals: The goal is to develop a plan that strengthens the academic experience for students by collaborating with a variety of departments through the lens of continued improvement. The AIG Equity Collaborative Team will work to ensure fidelity of implementation.

Description: The AIG Equity Collaborative Team (AEC) met and suggested revisions for policies related to the AIG program as well as the plan itself. All suggestions from various departments and stakeholders were taken into consideration upon creation.

The work of the AEC has been documented through agenda/meeting notes and Powerpoint presentations.

The AIG Program Plan was submitted to the WCPSS Student Achievement Team, the Superintendent Leadership Team, Board Work Session as well as WCPSS Board of Education for review and approval.

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.

District Response: Rationale: The Wake County Public School System is the largest school district in North Carolina and the fifteenth largest in the country. The AIG program must be closely monitored to ensure that services are delivered equitably and effectively in every school. Monitoring the program closely will also maintain awareness so that students, regardless of race, gender, socioeconomic status have opportunities to benefit from the AIG program.

Goals:
1. Effectively monitor AIG teachers' roles and responsibilities, student identification procedures, service delivery options, community outreach opportunities, and other critically important components of the Wake County AIG Program.

2. Provide fidelity checks on the progress of AIG Program implementation as outlined within the WCPSS BOE approved AIG plan as requested.

3. Create an Administrator's Toolkit and an AIG Teacher's Toolkit to help monitor and ensure that services are delivered equitably and effectively in every school.

Description: The WCPSS AIG Plan is written in compliance with state legislation (Article 9B) and NC AIG Program Standards and approved by WCPSS BOE. It is critical to the success of the program that all components are in place and that stakeholders ensure the fidelity of the program. This ensures compliance within local BOE approved plan, state program standards, and state legislation.

School administrators must ensure that the AIG teacher role is utilized in accordance with local AIG plan, and supports the process and procedures as detailed in the plan to support growth of all students. Administrators are the direct supervisors and evaluators of AIG teachers. AIG teachers are charged with implementing the AIG plan as approved by the local BOE while being a productive member of a specific school faculty who is focused on supporting the growth of all students.

A comprehensive plan in compliance with state legislation and policy will be updated and approved by the WCPSS Board of Education. This plan will guide our work through the 2019-2022 three-year cycle and will lay the groundwork for more substantial program revision and implementation during the next plan period.

Practice C

Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.

District Response: Rationale: Funding for AIG from the state is calculated at four percent of average daily membership (ADM), whereas WCPSS identifies approximately seventeen percent of the total student population. Funds are limited and directed towards services for Academically or Intellectually Gifted Program through payment of AIG teacher salaries and related benefits. Local monies are allocated to support remaining staffing costs and provide supplies, materials, and assessments for program needs.

Goals: To research and deploy a multi-year plan for the implementation of a performance-based budgeting process that links resources to planning and student achievement that reflects the educational priorities of the district.

Description: An annual budget plan is developed and monitored to ensure that expenditures are used only for Academically or Intellectually Gifted Program services. A daily running budget workbook is updated with each expenditure and encumbrance. Annual business cases are developed and presented to the Board of Education for consideration of additional local funding to support expansions of AIG Program services in subsequent school years.

Practice D

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

AIG students.

District Response: Rationale: Student achievement data is one measure of the AIG Program's effectiveness. We will extract and monitor student achievement and growth data as well as annual dropout data on AIG students for continual improvement.

Goals: WCPSS AIG Program will maintain AIG data in a more accessible and manageable platform. AIG Program Staff will use growth and dropout data to support students' individual growth. Data will be shared with AIG teachers and classroom teachers to inform instruction.

Description: Data is available regarding AIG students across the district. AIG Staff will utilize this data in discussions regarding AIG identified and highly capable students' growth with the School Based Committee for Gifted Education (SBCGE) using data based problem solving. SBCGE meetings will be conducted monthly. School staff will continue to use formative and summative assessment data to monitor AIG student growth. AIG program staff will continue to collaborate by using data to begin to break down barriers in gifted programs for underrepresented populations.

Practice E
Monitors the representation, performance, 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.

District Response: Rationale: The Wake County AIG Program believes that gifted behaviors can be nurtured and the number of children from under-represented populations identified as gifted can be increased.

Goals: Disaggregate and monitor data on our underrepresented population over time. AIG program will nurture gifted behaviors and aim to increase the number of children from under-represented populations identified as gifted.

Description: The AIG Program collects and reviews data from a variety of sources. WCPSS will strive to expand participation by under-represented groups through the use of K-2 Science Nurturing Program and Talent Development 4-5th. This will expose students from underrepresented populations to advanced thinking skills. WCPSS will also host an annual program for rising 3rd graders (W.A.K.E We Accelerate Kids Every Day) that will help develop critical thinking through the use of complex text. W.A.K.E Camp will be offered to schools containing the lowest overall percentage of identified students in the gifted program. Students are selected using benchmarking data and teacher/principal selection.

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

District Response: Rationale: Teachers are required to hold full or a provisional license in

Academically or Intellectually Gifted Education in order to serve as a school's AIG teacher.

Goals:
WCPSS will recruit and retain appropriately licensed staff to fill positions who:
●Demonstrate knowledge in characteristics of gifted learners.
●Demonstrate knowledge of a variety gifted services.
●Demonstrate the ability to differentiate and personalize education within the classroom.
●Identify gifted behaviors and create appropriate lessons to address their needs.
●Build capacity of core teachers to develop and deliver quality differentiated instruction.

If program staff does not adequately fulfill roles and responsibilities of the program, AIG Central Services will work in collaboration with school administration to provide support/assistants.

Description: The Human Resources Department provides updated licensure records for AIG Certified teachers upon request. School administration and AIG Central Service staff will communicate on a regular basis to determine AIG staffing needs, concerns, and/or celebrations.

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

District Response: Rationale: AIG Equity Collaborative team (AEC) will meet regularly to evaluate program effectiveness, equity in program delivery across the district, and/or advocate for AIG students and recommend changes.

Goals: To continually evaluate and refine AIG Equity Collaborative team membership to most accurately reflect the diversity of the WCPSS community.

Description: The Advanced Learning Services department has an established AEC. This team includes principals, Central Service Administrators, AIG and classroom teachers, and Advanced Learning Services team members who meet regularly to review all aspects of the AIG Program and make recommendations for improvement. In addition, AEC will solicit student and parent feedback on the effectiveness of the program and to provide suggestions for improvement.

Practice H
Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

District Response: Rationale: Stakeholder perception and feedback as to the effectiveness of the AIG program is vital to continuous improvement. Additional feedback from stakeholders will increase the fidelity of the AIG Program.

Goals: Develop and administer stakeholder surveys. WCPSS AIG Program will use this data to inform

a review in anticipation of significant program changes in the next plan cycle.

Description: As WCPSS ensures all programs and services are effective in meeting the needs of gifted learners, evaluations of programming and service delivery will take place through a variety of venues. It is an opportune time for the gifted program to reflect on its policies and practices and make informed, data-driven changes over the next three years.

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

District Response: Rationale: Data must drive decision making for continuous improvement. Feedback from stakeholders is used to measure effectiveness and set goals for improving the program.

Goals: Review and amend the AIG Plan annually based on need.

Description: The AIG Equity Collaborative Team will meet monthly to review data and program implementation using the team's developed logic plan. Based on the findings, annually, suggestions for revisions will be submitted to the WCPSS Superintendent Leadership Team, Student Achievement Committee, Stakeholders and WCPSS Board of Education to add the suggested revisions. Amendment will only be suggested if it supports quality of program, access and/or opportunity.

Practice J
Safeguards the rights of all AIG students and their parents and families through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement,reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

District Response: Rationale: AIG Equity Collaborative team will ensure all practices are aligned to Board Policies 3422A, Acceleration and Academic Achievement, and 3423, Assurance of Appropriate Services for Academically or Intellectually Gifted Students, provide guidelines for meeting the needs of gifted learners. The AIG plan approved by the WCPSS BOE is guided by the NC AIG Program Standards and Article 9b from the State Legislators.

Goals: To increase communication with stakeholders regarding all aspects of the program including evaluation efforts.

Description: The AIG Equity Collaborative Team will meet monthly to ensure that the rights of all AIG students are being safeguarded by working with AEC team members to ensure plan implementation.

Annually, parents and other stakeholders will be informed of their legal rights regarding AIG decisions.

Students transferring locally or interstate will continue to receive gifted services aligned to WCPSS in

the area identified as gifted based on previous school's determination.

WCPSS Board Policy 3423 indicates:
The AIG program assures that all students identified as Academically Gifted will be provided appropriate differentiated services according to the local plan adopted by the Wake County Board of Education. The local plan shall be reviewed and revised, as needed, at least every three years.

Legal Reference: G.S. 115C art. 9B; G.S. 115C-150.5, -150.6, -150.7, -150.8; State Board of Education Policies HSP-J-001, ACIG-0000.

Ideas for Strengthen the Standard: -Continually refine the AIG and Administrative resources
-Continually evaluate the effectiveness of budget processes and appropriate use of funds
-Continue to use data to make informed decisions for students
-Continue to strategically target underrepresented populations to expose giftedness
-Encourage classroom teachers to seek AIG licensure.
-Dependent on funding, develop in-house AIG licensure
-Professional learning series for families of gifted students
-AEC creates subcommittees that address targeted areas

Sources of Evidence: AIG Plan
Meeting agendas
AIG Budget and Spending Plans
ORACLE
Business Cases
Student Achievement Data
AIG Identified Student Dropout data
EVAAS AIG Disportionality Data
District and Regional meeting agendas
Headcounts of AIG identified students by subgroups
AIG Identification Pathways (demographic breakdown)
Cogat 3rd Grade
Benchmarking
List of AIG certified teachers
Job descriptions for AIG Staff
Meeting agendas/Minutes
Powerpoint Presentation
Survey/Evaluation tools
AEC member list
Create an AIG Plan Implementation Timeline
AEC Minutes/Agenda
WCPSS BOE presentation material
Presentations
Brochures and Pamphlets
Website Links
Meeting Presentations
Surveys

AEC minutes
AIG Identification Procedures
Parent Guide
Consent for Evaluation Form
Consent for Services form
Differentiated Course Plan
Differentiated Education Plan
Workbook Documents Signed by Principal

Glossary (optional):

Appendix (optional):
 BOE Signed Approval Document for 2019-2022 Plan.pdf *(Local Board Approval Document)*