A PLAN FOR MEETING THE NEEDS OF ACADEMICALLY OR INTELLECTUALLY GIFTED STUDENTS

WCPSS Local AIG Plan
2016-2019

Wake County Public School System
Academically or Intellectually Gifted Plan 2016-19

Approved

Dr. James Merrill, Ed. D.
Superintendent

2/10/17
Date

Ms. Monika Johnson-Hostler, Chair
WCPSS Board of Education

2/13/17
Date

Academically or Intellectually Gifted Program

This is the Wake County Public School System's Academically or Intellectually Gifted (AIG) plan. This plan replaces any copy that you may currently have and will be approved during the 2016-17 school year, with portions effective at the beginning of the 2016-17 school year. The plan will be reevaluated and revised for the 2019-2020 school year.

This document will serve as a reference for policy and procedure. The support in meeting the needs of gifted population is of utmost importance. Should you have any questions and/or comments, please contact the District AIG Director for the Wake County Public School System.

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District Staff
Cathy Q. Moore, Deputy Superintendent for Academic Advancement
Brian Kingsley, Assistant Superintendent for Academics
Dr. Rodney Trice, Assistant Superintendent for Equity Affairs

Dr. Alena R. Treat, AIG Director
Shani Brown, AIG Coordinating Teacher
Michelle Gainey, AIG Coordinating Teacher
Lisa Harris, AIG Psychologist
Melba Spivey, AIG Coordinating Teacher
Marsha Wilcox, AIG Coordinating Teacher

Dr. Kengie Bass, Senior Director, Middle School Programs
Drew Cook, Senior Director, High School Programs
Laura Evans, Senior Director, Student Assignment
Marlo Gaddis, Senior Director, Instructional Technology and Media Services
Dr. Marrius Pettiford, Senior Director, Counseling & Student Services
Dr. Nicole Priestly, Senior Director, Elementary School Programs
Dr. Denise Tillery, Senior Director, Intervention Services

Beth Hodge, Director, Office of Professional Learning
Glenda Harrell, Director, English as a Second Language (ESL)
Dr. Darryl Hill, Director, Performance Strategy and Analytics
Matthew Lenard, Director, Data Strategy and Analytics
Maria Rosa Rangel, Director, Office of Equity Affairs
Lisa Thompson, Director, Magnet Themes and Curriculum, Office of Magnet and Curriculum Enhancement

School Board
Dr. James Merrill, Superintendent
Ms. Monika Johnson-Hostler, District 2, Chair
Mrs. Christine Kushner, District 6, Vice Chair
Mr. Donald Agee, District 1
Ms. Roxie Cash, District 3
Mr. Keith Sutton, District 4
Dr. Jim Martin, District 5
Ms. Lindsay Mahaffey, District 8
Mr. Bill Fletcher, District 9

Parents
Portia Scott
Aditi Majumdar
Shila Nordon
Zeel Patel
Dr. Abanish Singh

Community
Derrick W. Byrd, M.P.A., Program Director, Disproportionate Mentoring Collaborative/Safe Spaces/Choices for Children, Family Resource Center of Raleigh, Inc.
Dr. Angel Harris, Director, Duke University Program for Research on Education and Development of Youth (REDY)
Marvin Pittman, Pittman Education Consulting

School Representatives
Kristen Faircloth, Principal, Sycamore Creek Elementary School
Melanie Parrish, Principal, Middle Creek Elementary School
Dr. Ruth Steidinger, Principal, Olive Chapel Elementary School
Jan Hargrove, Interim Principal, Swift Creek Elementary School
Kristen Bashor, AIG Teacher, Holly Springs Elementary School
Lecia Cecconi-Roberts, AIG Teacher, Reedy Creek Elementary School
Karla Cossa, AIG Teacher, Green Hope Elementary School
Amy Fenton, AIG Teacher, Davis Drive Elementary School
Sarah Foxworth, AIG Teacher, Banks Road ES
Julee Graham, AIG Teacher, Holly Ridge Elementary School
Melissa Green, AIG Teacher, Swift Creek Elementary School
Marcia Hardenbrook, AIG Teacher, Davis Drive Elementary School
Julie Kodack, AIG Teacher, Wildwood Forest Elementary School
Suzanna Krutsch, AIG Teacher, Dillard Drive Elementary School
Michelle Lesher, AIG Teacher, Leesville Road Elementary School
Kim Price, AIG Teacher, Pine Hollow Middle School
Laura Pigg, AIG Teacher, Knightdale Elementary School
Diane Rowe, AIG Teacher, Farmington Woods Elementary School
Lori Warren, AIG Teacher, Rolesville Middle School
Ann Worley, AIG Teacher, Heritage Middle School

Introduction

The Wake County Public School System (WCPSS) is currently the largest school district in North Carolina and the 15th largest in the United States. Our student population has almost tripled since 1980. Approximately 13,500 additional students are expected by 2020. In 2016-17, WCPSS has 110 elementary schools, 34 middle schools, 26 high schools and 4 special/optional schools, one academy (K-8), and two leadership academies (6-13), for a total of 177 schools. Academically or Intellectually Gifted Programs offer support in grades K through 12. As of April 29, 2016, School Year (SY) 2015-16, there were 27,375 students, or 17% of the WCPSS student population, enrolled in academically or intellectually gifted programs.

The Academically or Intellectually Gifted Program staff has spent many years studying research on gifted practices, reviewing programs in gifted education, discussing, revising, and formulating the AIG Program. The following states our beliefs about gifted education programming:

- Gifted and highly capable students learn at a faster rate and are able to think with more complexity than their peers.
- Gifted and highly capable students are found across a diverse student population.
- Gifted and highly capable students need a more rigorous and differentiated curriculum.
- Ongoing research-based professional development for all stakeholders is necessary to sustain an effective gifted program.
- Collaborative partnerships with parents and community are essential to build and maintain an effective gifted program.

A Glossary is included in this document to enhance stakeholder understanding of various terms and acronyms. See Appendix A.

Wake County Public School System
Academically or Intellectually Program

Overview and Purpose

In August 1996, the North Carolina General Assembly passed Article 9B which changed gifted education in the state. This legislation removed gifted education from the law governing children with special needs. However, Exceptional Children Division at the state level still oversees programs for academically or intellectually gifted. The new law required each local school district to develop its own plan for gifted students and be prepared for implementation by the beginning of the 1998-99 school year. The Wake County School Board of Education approved its plan for gifted students and the North Carolina State Department of Public Instruction accepted the plan for implementation during the 1997-98 school year. Every three years the plan is reviewed and submitted for approval by the local board of education as well as the state department. The most recent local AIG plan must conform to Article 9B and to the AIG program standards that are available in the Appendix of this document.

Article 9b Academically or Intellectually Gifted Students
http://www.ncga.state.nc.us/EnactedLegislation/Statutes/PDF/ByArticle/Chapter_115C/Article_9B.pdf

§ 115C-150.5. Academically or intellectually gifted students.
The General Assembly believes the public schools should challenge all students to aim for academic excellence and that academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields.

Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

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

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

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

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

§ 115C-150.7. Local plans.

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

(b) Each plan shall include the following components:

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

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

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

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

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

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

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

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

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

(d) A plan shall remain in effect for no more than three years; however, the local board may amend the plan as often as it considers necessary or appropriate. Any changes to a plan shall be

submitted to the State Board of Education for its review and comments. The local board shall consider the State Board's comments before it implements the changes. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

§ 115C-150.8. Review of Disagreements.
In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

North Carolina Academically or Intellectually Gifted Program Standards

WCPSS AIG plan and services are aligned with the standards as adopted by the State Board of Education October 2015. (State Board of Education Policy GCS-U-000).

http://www.dpi.state.nc.us/docs/aig/ncaig-program-standards.pdf

The six North Carolina AIG Program Standards have been developed to serve as a statewide framework and guide LEAs to develop, coordinate, and implement thoughtful and comprehensive AIG programs. These standards reflect Article 9B and nationally accepted best practices in gifted education. Furthermore, the AIG Program Standards help ensure that the needs of AIG students are met and the potential of AIG students is optimally developed. These AIG Program Standards will:

- Convey expectations for quality local AIG programs and services;
- Guide the development, revision, and monitoring of local AIG programs;
- Articulate best practices for local AIG programs, including those related to student identification, differentiated curriculum and instruction, and comprehensive programming;
- Provide a guide for AIG personnel and professional development;
- Promote strong partnerships and communication with home, school, and community;
- Serve as a vehicle for continuous program improvement and accountability.

Wake County School System Mission Statement
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.

Wake County School System Vision Statement
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.

Wake County School System 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.
3. Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to success for all students.

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.
5. The Board of Education, superintendent, and all staff value a diverse school community that is inviting, respectful, inclusive, flexible, and supportive.
6. The Wake County residents value a strong public school system and will partner to provide the support and resources to fully realize our shared vision, accomplish the mission, and sustain our core beliefs.

WCPSS AIG Core Beliefs

1. All students have the ability to achieve at high levels, regardless of gender, cultural and linguistic background, ethnicity, English language proficiency, income level, geographical location, religion, and abilities/disabilities.

2. We recognize that academic achievement gaps exist for under-represented populations. Not only is this achievement gap a concern in WCPSS, but it is a national epidemic. 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. Barriers for under-represented students that impede performance include a lack of literacy-rich home and community where reading, writing, and language are understood to be critical for academic success. We believe that by supporting our under-represented children through nurturing to build vocabulary, develop thinking skills and problem solving abilities prior to formal assessments will assist in closing the achievement gap for our high ability students.

3. Advanced curriculum and high expectations are key to deep engagement that results in the demonstration of higher level thinking and achievement. Challenging highly capable students by providing advanced curriculum and high expectations are essential to promoting high academic growth.

4. Highly effective principals and teachers are key to improving growth in student achievement. Reflective practice and data driven decisions should guide instruction for all students. Changing the attitudes and expectations of teachers and principals away from a deficit perspective and giving them the skills to differentiate curriculum in order to adjust the instruction, curriculum, and environment so students can respond most appropriately, allows them to provide advanced and enriched content to highly capable students.

5. AIG Program Staff work collaboratively with stakeholders by using research-based practices to promote innovation and continuous improvement. AIG Program Staff support comprehensive programming for a culture of high academic growth.

6. The AIG Program needs supportive and passionate stakeholders within the multicultural Wake County community as active participants in the education of our students.

Standards Overview

Standard 1 – Student Identification

The 2016-19 WCPSS AIG plan includes multiple opportunities for students to be identified for program services. Five gateways-offer a variety of opportunities for students to be identified.

Professional development is also essential for appropriate identification of students with potential and to

build toward more closely reflecting district demographics. We will continue to collaborate with the Office of Professional Learning, school site(s) and regional Professional Learning Teams (PLTs) to train teachers and administrators in culturally and linguistically responsive characteristics of gifted students. The AIG Program will share resources to assist in achieving high growth for students. The AIG Program will continue to collaborate with English as a Second Language (ESL), Multi-tiered Systems of Support (MTSS), Literacy, Magnet Programs, Mathematics, Office of Equity Affairs, Special Education, and other divisions within Academics. The various gateways will enable currently under-represented gifted students to access AIG program and services, especially with the addition of various research-based personalized assessments, including nonverbal assessments.

Standard 2 – Differentiated Curriculum and Instruction

Over the next three years, the WCPSS AIG Program will guide and support advanced academic performance among gifted and high performing students from culturally, linguistically, and ethnically diverse populations as well as twice exceptional (gifted, special education) students. The identification of under-served students remains an issue in our nation and across our state. Identifying students from under-represented populations in order to promote growth and assist in closing the achievement gap will remain a top priority for the WCPSS AIG Program.

Standard 2 provides detailed information for the services and programming available to gifted students, students who are highly capable, students who have high academic potential, and students who need nurturing to discover potential. Elementary students in grades K-2 will be served in class with their age peers; the AIG teacher will support differentiation of curriculum through collaboration and consultation with the regular classroom teacher. Primary service for AIG identified students in elementary school (grades 3-5), in addition to third grade Explorers (first semester, followed by identification and subsequent services second semester), will be direct/pull-out instruction for identified students through extension and enrichment of the North Carolina Common Core Standards. AIG teachers will also support classroom teachers through push-in, collaborative, and/or consultation models. Middle school service will be a combination of direct/pull out, collaboration, and push in (6-8). High school students are served through self-selection of advanced courses and through opportunities to apply for Governor's School and other enrichment options and electives. The professional development program supporting the teachers and administrators in serving these students is also addressed in this standard.

Standard 3 – Personnel and Professional Development

Standard 3 outlines the support and responsibilities of the AIG Central Service Staff and AIG school personnel. Quality professional development (PD) is key to growing and improving gifted services. Plans for staff development include increasing training for staff focused on the four "Cs": Communication, Collaboration, Creativity, and Critical Thinking, as well as improving instructional and mentoring practices, addressing the needs of culturally diverse learners, and infusion of technology. Sessions for parents and community members will also be offered. Another goal is to establish stronger connections with Student Support Services to provide training to K-12 counselors on the social and emotional needs of gifted students. All of the PD opportunities from AIG will align with district-wide initiatives such as the WCPSS Strategic Plan, NC Common Core Standards, NC Essential Standards, Multi-tiered Systems of Support (MTSS), as well as assist AIG teachers with the North Carolina Educator Evaluation System (NCEES). We will collaborate with the Office of Professional Learning and other WCPSS departments to create PD modules that teachers within the WCPSS district may access to aid in improving achievement/growth for high or potentially high performing students in any class. We will also partner with other WCPSS departments to provide appropriate face-to-face PD with a focus on equitable access to highest appropriate rigor for underrepresented populations. These professional development opportunities will provide teachers with resources and training around best instructional practices (questioning, problem-based learning, critical thinking, multiple intelligences, and interdisciplinary models) for nurturing highly capable and gifted students.

Standard 4 – Comprehensive Programming within a Total School Community

Standard 4 addresses the need to create a comprehensive and intentional program for highly capable and gifted learners. Included in this standard is a concentration on the diverse academic, intellectual, social and emotional needs of gifted learners. Vertical alignment among elementary, middle and high schools is defined and structured within the plan to ensure a continuum of services. An increase in the collaboration with the Exceptional Children's Department, the English as a Second Language (ESL) Department, and the Title I Department is being implemented to better identify and serve our twice-exceptional students, our highly/profoundly gifted students, and our culturally and linguistically diverse gifted students. The unique social-emotional needs of gifted students require dedicated attention from educators and parents. The AIG Program recognizes these needs and provides additional training to discuss the social and emotional needs of gifted students. AIG central service staff will collaborate with Student Support Services, the Academics Department, the Office of Chief of Staff and Internal Audit, and the Office of Data, Research, and Accountability (DRA) to further support our gifted students and students with high academic potential with the accelerative practices outlined in WCPSS Board Policy 3342.

Standard 5 – Partnerships

Standard 5 supports fostering partnerships, communication, and collaboration with all stakeholders. Communication is crucial in providing appropriate services to gifted students and students with high academic potential while working to eliminate barriers to services for students who are typically under-represented in AIG programming. Communication is available to stakeholders, particularly parents, in a variety of forms including, but not limited to, school and classroom newsletters, the WCPSS website, teacher and school websites/pages, Twitter, and district-sponsored curriculum events. Surveys and focus groups are utilized to receive feedback for continuous improvement from parents, students, teachers, administrators, and the community. These communications are available in multiple languages in collaboration with the Office of Translation and Interpretation Services (OTI). An AIG Advisory Committee is comprised of stakeholders who represent the diverse demographics in the school district. This committee meets regularly to review all aspects of the AIG program. We will continue to expand our current partnerships with local universities and will also include businesses and a greater representation from the community at large. A greater emphasis on feedback from AIG student and parent focus groups will assist to modify and personalize AIG services. In addition to the usual partnerships with other Academics departments, we will closely partner with Magnet Schools, the English as a Second Language (ESL) Department, Special Education, the NC Association for Gifted and Talented (NCAGT), Partners for the Advancement of Gifted Education of Wake County (PAGE), The Office of Translation and Interpretation Services, and the Office of Equity Affairs. WCPSS AIG will also partner with AIG departments in neighboring school districts for the purpose of contracting with gifted diversity experts to conduct culturally responsive staff development and parent sessions.

Standard 6 – Program Accountability

Standard 6 outlines the importance of revising and writing a new gifted plan every three years. Changes made to the plan will be communicated to all stakeholders. In addition, the new version of the plan, approved by Wake County's Board of Education, will be distributed to schools, Central Services Staff, Area Superintendents, posted to the internal AIG Teacher Internet site, and posted on the public WCPSS website. During the course of the next three years, the AIG Program staff, with the partnership of other WCPSS staff/departments, will work to create a monitoring system ensuring that identification, placement, and services are compatible and to ensure the fidelity of the program's implementation. Information will also be gathered from various stakeholders as part of this process to continually improve the program. Through the practices in Standard 6, AIG program staff will increase the use of data analysis in collaboration with the WCPSS D&A department. This will allow opportunities to determine the value of the overall program as well as the gifted plan's effectiveness across the district. A review of current budget and allocation of resources throughout the district will be evaluated in regard to how AIG Program funds (both state and local) are allocated to maximize the resources, trainings, and services provided to

WCPSS teachers.

NC AIG Plan Overview

Wake County Public Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective July 2016- June 2019

Approved by local Board of Education on:
LEA Superintendent's Name: Dr. James Merrill
LEA AIG Contact Name: Dr. Alena R. Treat
Submitted to NC Department of Public Instruction on:

Wake County Public Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015). 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 each standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continued 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 2016-2019. This local AIG plan must be approved by the LEA's Board of Education and sent to NC DPI for comment.

For 2016-19, Wake County Public School System's local AIG plan is as follows:

Wake County Public School System's Vision for the Local AIG Program: The Academically or Intellectually Gifted (AIG) Program provides an appropriately challenging education for students who perform, or show potential for performing, at remarkably high levels of accomplishment when compared to others of their age, experience, or environment. Services for AIG students include differentiated curriculum and instruction that extends and enriches the NC Common Core and NC Essential Standards. The Wake County Public School System's Academically or Intellectually Gifted Program seeks to inspire the love of learning, foster high achievement capabilities and the individual interests of gifted learners, as well as effectively nurture highly able learners from all populations.

Classroom teachers and AIG teachers collaborate to provide learning opportunities that engage, challenge, interest, stimulate and motivate students. Curricula and instructional practices are modified to provide consistent opportunities that are rich and rigorous for gifted students in all classes. Every effort is made to match appropriate opportunities for challenge with the needs of students. There is the expectation of excellence, equity, and focus on learning and teaching. Research based models of service delivery are available for gifted learners in each school. Students experience differentiated instructional opportunities rich with rigor and complexity, thus creating challenging opportunities for optimal student growth.

Sources of Funding for Local AIG Program (2016-2017)

State Funding	Local Funding	Grant Funding	Other Funding
$8,276,208.02	$1,840,129.00	$198,000.00	$0.00

Standard 1: Student Identification

Standard 1: Student Identification
The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

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

This practice is a Maintained Practice for 2016-2019.

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 ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice exceptional learners. The program provides support in identifying and serving highly gifted students.

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 referral to the AIG Program. Schools utilize both standardized testing data, when available, and informal classroom performance measures during screening.

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

Description
Dissemination of Information to Stakeholders

AIG Program Brochures and Parent Guide
AIG Central Services Team (AIG CST) will post *AIG Program* brochures and *AIG Program 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*

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. AIG CST will also post on the Wake County Schools website screening, nomination, referral, and identification information. In addition, AIG CST 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.

AIG Transfer Process: Reciprocity
Students who transfer from other districts and were previously identified as gifted/AIG will receive reciprocity (See Gateway 5). These students must be enrolled and attending a Wake County Public School before records can be submitted for verification and appropriate service (language arts/mathematics) selection purposes. For students in elementary and middle school, the SBCGE will review official AIG/gifted documentation from the previous districts. For students in grades 9-12, gifted/AIG documentation must be submitted to AIG Central Services. Students will be eligible to begin services as soon as the ISP has been approved.

Students who transfer from other states, North Carolina school districts, or other WCPSS schools with no prior gifted (AIG) identification must be enrolled and attending a Wake County Public School before a nomination may be submitted. The AIG nomination/referral procedures will then be followed.

Planned Sources of Evidence
- *AIG Program* brochure
- *AIG Program Guide*
- AIG Identification Gateways
- School Workbooks
- FAQs
- Parent presentation agendas

Ideas of Strengthening
- Compile a list of Frequently Asked Questions and responses (FAQ) for parents/guardians seeking information regarding the WCPSS AIG Program, and disseminate to stakeholders. Ensure that the FAQ is translated into Spanish and other languages (depending on volume of requests) as needed.
- Construct an Administrator's Toolkit that will contain the FAQ as well as links to other pertinent documents for the use of principals at all WCPSS schools.

Standard 1: Student Identification
The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

Practice B
States and employs multiple criteria for AIG student identification. These criteria incorporate measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both traditional and nontraditional measures that are based on current theory and research.

This practice is a Focused Practice for 2016-2019.

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 decision for each student.

Description

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

Traditional 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. (*NOTE: One/more of these particular measures may change, depending on analysis of data from piloting one/more alternative assessments).*

- Cognitive Abilities Test (CogAT)
- Iowa Assessments, Survey Form (Iowa)

Non-Traditional 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 another 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. (*NOTE: One/more of these particular measures may change, depending on analysis of data from piloting one/more alternative assessments)*

- Reynolds Intellectual Screening Test, Second Edition (RIST-2)
- Woodcock-Johnson IV, Tests of Achievement (WJ IV)
- 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.

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. 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. See Gateways Graphic in Appendices.

Other assessments beside 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 collaboration with Partners for the Advancement of Gifted Education (PAGE) and the North Carolina Association for Gifted and Talented (NCAGT), the most appropriate assessment(s) will be selected for continued use in WCPSS.

4th-12th Grade Identification

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. AIG Central Services will monitor procedures and processes for compliance.

Criteria reviewed during the identification process

- **Observation** – The classroom teacher must complete an observation checklist which targets gifted behaviors for a nominated candidate. Parents also must complete an observation checklist.
- **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 placement, but the group achievement score does not. In these situations, a second measure of achievement is obtained.
- **AIG Gateways** – The WCPSS AIG Program outlines six Gateways for identification into the AIG Program. See Appendix C for AIG Gateway Graphics and Gateway Specifics document.

Gateways Explanation

NOTES:

1. *These Gateways are currently based on CogAT and Iowa scores, though data analysis of alternative cognitive and achievement measures may result in the future selection of measures other than the CogAT and/or Iowa. In that case, the Gateways will be modified to reflect that selection.*
2. *Gateway 6 is an additional opportunity for currently under-identified populations who do not qualify under the other gateways due to assessments not reflecting their true abilities.*

Gateway #1 (AIG)

Students scoring $\geq$ 95%ile on both a qualifying CogAT score **AND** Iowa total reading and/or total math score are eligible for AIG identification in the area(s) in which the scores align.

Gateway #2A (AIG)

Students scoring ≥95%ile on qualifying CogAT score with Iowa reading and/or math < 95%ile:

- The Woodcock Johnson IV will be administered in reading and/or math. The achievement areas assessed are determined by the qualifying CogAT score and are based on documented evidences provided through the referral process.
- Students scoring ≥ 95%ile on WJIV paired with the qualifying CogAT are identified in the area(s) in which the scores align.

Gateway #2B (AIG)

Students scoring <95%ile on qualifying CogAT score with Iowa reading and/or math ≥95%ile:

- Either the Reynolds Intellectual Screening Test, Second Edition (RIST-2) or Naglieri Nonverbal Ability Test (NNAT-3) will be administered. The test chosen is culturally responsive based on the student's strengths and determined based upon documented evidences provided through the referral and assessment.
- Students scoring ≥ 95%ile on the individual aptitude score paired with the qualifying Iowa score(s) are identified in the area(s) in which the scores align.

Gateway #3A (IG)

- Students scoring ≥ 98%ile on a qualifying CogAT full composite score are identified Intellectually Gifted (IG) in reading and mathematics.
- Students scoring ≥ 98%ile on a qualifying CogAT QN partial composite are identified Intellectually Gifted (IG) in mathematics.
- This IG designation is independent of achievement scores. Any student who meets IG criteria does not need to be given an achievement assessment unless the parent/guardian requests it.

Gateway #3B (AG)

- Students scoring ≥ 98%ile on Iowa total reading and/or math score AND a score of ≥98%ile on EOG/EOC scores in reading and/or math from the current or previous school year are eligible for AG identification in the area(s) in which the scores align. Both tests have to have been taken within a 12 month period.

Gateway #4A (AIG)

Students scoring ≥ 95%ile on a qualifying CogAT score, but <95%ile on the Iowa and the individual achievement assessment from Gateway 2:

- With ≥95%ile on EOG/EOC scores in reading and/or math from the current or the previous school year, which align with the qualifying CogAT score
- Students meeting the above criteria are identified Academically and/or Intellectually Gifted (AIG) in the area(s) in which the scores align.

Gateway #4B (AG)

Students scoring ≥ 95%ile on the Iowa in reading and/or math, and <95%ile on a qualifying CogAT score and the individual aptitude assessment from Gateway 2:

- With >95%ile on EOG/EOC scores in reading and/or math from the current or the previous school year, which align with the qualifying Iowa score(s)
- Students meeting the above criteria are identified Academically Gifted (AG) in the area(s) in which the scores align.

Gateway #5: Reciprocity for AIG/GT Student Transfers (AIG)

- Gateway #5 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.

Gateway #6: Portfolio Assessment (AG) (*will be modified to meet equity goals as outlined in the Achievement objective of the Strategic plan)*

- Students who do not qualify for Gateways 1-5 and yet demonstrate substantially high levels of accomplishment in reading and/or math can submit a portfolio to the SBCGE.
- Referral will be made by the SBCGE for an individual psychological evaluation. This evaluation may include individual aptitude and/or achievement assessments.
- The SBCGE will send their recommendation to AIG Central Services for approval.
- If the portfolio does not provide adequate evidence, the AIG CST may request additional information such as individualized assessment(s) and/or additional student product(s) before making a final decision.
- Once approved, students are identified in the area(s) in which portfolio evidence aligns.

Psychological Evaluation

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 may or may not make a recommendation to the Central Services Team (CST) to consider the request for psychological testing. If the AIG CST approves the request, a licensed psychologist will administer cognitive and achievement assessments to the student. Students scoring $\geq$ 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. If AIG CST does not support the need for an evaluation, the request is denied, and returned to the school. This process can be accessed when portfolio data demonstrates one or more of these qualities: exceptional ability to learn, application of knowledge, and/or creative, productive thinking.

There are circumstances under which a psychological evaluation can be accessed for any student when the SBCGE and CST 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 (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 Gateways 1, 2, 3, and 4 along with other data described in the gateways.

The psychologist for the AIG Program receives referrals for individual assessments. All K-2 referrals are evaluated by the AIG psychologist as well as referred students who have unexplained, inconsistent test/performance data, ESL/ELL students who need non-verbal assessments, 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)

In addition to the above, the AIG psychologist will pilot the use of the X-BASS (Cross Battery Assessment Software System) to accurately identify English learners for AIG services.

Planned Sources of Evidence

- Individual Student Profile (ISP) documenting assessments
- List of administered assessments
- Student AIG folder
- Student portfolio
- Testing Calendars
- AIG teacher test training agenda and materials
- Psychological evaluation referral logs kept by the AIG psychologist
- Gateway Graphic document
- Gateway Specifics document
- Data analysis on pilot use of X-BASS

Other Comments

Ideas of Strengthening

- Continue to evaluate assessments and stay abreast of current research regarding updates, re-norming, and best practices for assessments.
- Translate parent checklists (with explanations) and distribute digitally via website, with some print copies available for families without Internet access.

Standard 1: Student Identification

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

Practice C

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

This practice is a Focused Practice for 2016-2019.

Description

Wake County Public Schools employs multiple measures to assess student aptitude, achievement, and potential to achieve. The measures include formal and informal tests, work samples, parent and teacher checklists, classroom observations, and other available information to develop a comprehensive profile for each student. Wake County Public Schools have utilized multiple measures since Article 9B became

legislation, but recognizes the need to expand opportunities for program access by under-represented populations.

Screening
Screening involves the use of a combination of measures of potential and performance. General screening occurs in third grade and individual screening can be requested in K-2. 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. Classroom teachers and AIG teachers collect portfolio samples for referred students.

Screening for K-2
At least one of the following is used for screening:
- Completed nomination form by a teacher, parent, 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
- mCLASS reading assessments

Screening for Grade 3
At least one of the following is used for screening:
- Completed nomination form by a teacher, parent, or student
- Teacher checklist
- Parent checklist
- Data collected from *Explorers Program* (3rd grade nurturing; first semester)
- District administered benchmark assessments in reading and math
- Classroom performance and portfolios of student work
- Cognitive 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 (*NOTE: This particular measure may change, depending on analysis of data from piloting one/more alternative assessments.)*
- Iowa Assessments (Iowa): Achievement assessment in reading and math (*NOTE: This particular measure may change, depending on analysis of data from piloting one/more alternative assessments)*
- mCLASS reading assessments

Screening for Grade 4-12
At least one of the following is used for screening:
- Completed Nomination form by a teacher, parent, or student
- 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 normed aptitude and achievement data, if available

Nominations

Nominations may be submitted for any K-12 student. Nominations must be submitted on the appropriate form. 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, 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. Therefore, year round and traditional schools test at the same point in the instructional year. 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 nomination forms 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.

Nominations K-2

At least three of the following are used by the SBCGE to nominate for a referral:

- Completed Nomination form by a teacher, parent, or student
- Teacher anecdotal notes to document performance
- School and district administered assessments
- Above grade level classroom performance of student work evidenced in a portfolio
- mCLASSreading assessments (minimum level = Kindergarten/Level D; 1st Grade/Levels J- K; 2nd Grade/Levels M-N)

Nominations Grade 3

At least three of the following are used by the SBCGE to nominate for a referral:

- Teacher anecdotal notes to document performance
- School and district administered assessments
- Independently administered assessments
- Above grade level classroom performance of student work evidenced in a portfolio
- mCLASSreading assessments (minimum level = Levels P-Q)
- Standardized, comprehensive, grade level, end of year assessments
- Teacher or parent checklist

Nominations Grade 4-5

At least three of the following are used by the SBCGE for referral:

- EOG score of 85%ile or above
- District administered benchmark assessment data (85%le or above)
- Classroom performance and portfolios of student work
- Prior CogAT and Iowa assessments for trends in data (*NOTE: One/more of these particular measures may change, depending on analysis of data from piloting one/more alternative assessments)*
- Patterns of significant growth or upward trajectories over time based on formal and informal data
- mCLASS reading assessments (minimum levels = 4th Grade: Levels S-T; 5th Grade: Level U)
- Standardized, comprehensive, grade level, end of year assessments (Ex: EOG)
- Teacher or parent checklist

Nomination Grades 6-12

At least three of the following instruments are used by the SBCGE:

- EOG/EOC score of 85%ile or above
- District administered benchmark assessment data (85% or above)
- Classroom performance and portfolios of student work
- Prior CogAT and Iowa assessments for trends in data (*NOTE: One/more of these particular measures may change, depending on analysis of data from piloting one/more alternative assessments)*
- Patterns of significant growth or upward trajectories over time based on formal and informal data
- Standardized, comprehensive, grade level, end of year assessments
- Teacher or parent checklist

Referral for Grades K-12

The SBCGE reviews all nominations and makes a recommendation to refer or not to refer for evaluation. This decision is based upon a collection of student data. Standardized aptitude and achievement test scores remain current for one calendar year and these scores may be used for a referral decision. Additional testing may be needed as part of identification criteria. If a referred candidate requires testing, parents must complete and return a Consent for Evaluation form before any testing will be administered. Classroom teachers and AIG teachers create a portfolio for referred students. Parents will receive a copy of the WCPSS *AIG Program Guide*, which summarizes the AIG identification process and AIG Program.

Goals

- Intensify efforts to identify students from under-represented populations throughout the district through a clear, equitable identification process.
- Distribute demographic AIG data on a consistent basis to all AIG Teachers, Principals, Area Superintendents, and other district leadership.
- Provide tools to assist principals and AIG teachers into incorporating equity representation goals and action plans into their school improvement plans.
- Continue the work of the AIG Diversity Task Force (established Fall 2015) to examine existing research, analyze data, make recommendations, and develop tools and procedures to assist AIG teachers in personalizing assessments
- Utilize AIG Task Force to develop and/or recommend a menu of culturally and linguistically responsive portfolio assessment options and corresponding rubrics.
- Pilot and select various alternative assessments, including nonverbal assessments, in order to personalize the assessment process.
- Pilot the use of the X-BASS (Cross Battery Assessment Software System) to accurately identify English learners for AIG services.
- Continue to compile and evaluate data to utilize in making decisions regarding appropriate assessments.
- 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.
- 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.

Ideas of Strengthening

- Contingent upon data results and funding, expand *Nurturing for a Bright Tomorrow* to other schools
- Contingent upon funding, Pilot *Young Scholars* and/or *Thinking at Every Desk*

- Contingent upon funding, the AIG Program will pilot the use of research-based alternative assessments recommended by the AIG Diversity Task Force.
- Pilot an innovative, culturally responsive identification system and nurturing strategies at one or more schools.

Standard 1: Student Identification
The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

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

This practice is a Maintained Practice for 2016-2019.

Description
The AIG Program uses individual assessment instruments (standardized tests) for referral and identification of students including those from under-represented populations which may include non-verbal assessments. 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.
- The existing group data (current within twelve months) on the student does not provide sufficient information to make the decision about the need for services.
- Student's typical performance is higher than that demonstrated on standardized, group tests

In addition to the Gateway options, the SBCGE is responsible for verifying that:

- Students with an Individual Education Plan (IEP) will be provided with appropriate accommodations and modifications as directed by the IEP, in accordance with Programs for Exceptional Children.
- Students with a 504 Plan are tested as directed by the 504 Plan with appropriate accommodations and modifications in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.
- The SBCGE and the IEP team meet to determine appropriate services for the twice exceptional student. Twice exceptional students are identified as academically and/or intellectually gifted and also meet criteria for exceptional children services such as autism, learning disabled, visually impaired and other health impaired (attention-deficit/hyperactivity disorder, etc.).
- The SBCGE, school personnel, AIG Teachers, and AIG CST collaborate to determine the most appropriate services for highly gifted students. Individualized plans, which vary from other identified program services, may be created for these very few students.
- Students are screened across all schools based on student performance and characteristics of gifted learners.
- All referrals are reviewed by the SBCGE to ensure consistency of the referral and identification process. If a student is referred to the SBCGE, the committee reviews all standardized test data and performance data to determine the student's eligibility for program service options in reading and/or mathematics.
- All SBCGE identification decisions are reviewed by the AIG CST during Record Review in collaboration with the AIG Teacher at the school. This process ensures consistency and equity across the district with AIG identification criteria.

- The Services for Academically Intellectually Gifted Education (SAGE) software application developed for Wake County Public Schools AIG Program provides a consistent structure for organizing and reporting identification data. This tool allows direct data entry by AIG teachers and import of CogAT and Iowa assessment data. (*NOTE: One/more of these particular measures may change, depending on analysis of data from piloting one/more alternative assessments)*
- Identification procedures are documented and communicated in the AIG Plan.
- AIG Teacher training in test administration and interpretation is provided by AIG psychologist.

Rationale

Wake County Public Schools ensures consistency in implementation of screening, referral, and identification processes within the LEA with the AIG Central Services Team 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.

The Wake County Public School System is committed to identifying the academic needs of high-functioning and high-potential students from all populations. The AIG Program seeks ways to identify and implement programming and specific nurturing initiatives to improve the representation, participation, and performance of under-represented populations. However, WCPSS recognizes that there is a disproportionate representation of various subgroups within the gifted population in relationship to the general student population. Therefore, multiple Gateways are used to break down barriers to identifying under-represented populations.

WCPSS AIG Department recognizes that there are many factors that impede participation in advanced programs for low income, high-ability students. Over the next three years, we will work to remove these barriers by training educators, modifying identification methods and program designs as needed, and fostering the development of gifted behaviors in all students.

In an effort to support the identification of traditionally under-represented populations, the gifted program has initiated several programs and trainings, including training and resource materials for *Jacob's Ladder Reading Comprehension Program,* and training and resources from Edward Zaccaro. The 2016-17 school year will be the third year of WCPSS implementing *Nurturing for a Bright Tomorrow* (NBT), a Javits funded program to nurture gifted potential in under-represented students in primary grades (K-2). NBT is designed to teach Thinking Skills, Habits of Mind, and Learning Styles/Task Rotations to all students. There are 16 Treatment schools and 16 Control schools in this project. Success will be measured by comparing Treatment schools' third grade gifted identification to Control schools' third grade identification in year 4 (2017-18) of implementation.

Goals

- WCPSS will continue to evaluate screening, referral, and identification processes within the LEA to maximize potential and growth for all students.

- WCPSS will continue to administer a cognitive abilities test to the entire third grade level (unless already identified as AIG). This will provide each student an equal opportunity to demonstrate thinking and reasoning abilities. WCPSS uses the cognitive abilities test 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 will 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 (ELL) and under-represented populations since none of the items on either the Quantitative or Nonverbal tests require language.
- WCPSS School personnel will study disaggregated data for potential nominations.
- WCPSS will continue to use multiple criteria to identify and nurture high potential among students across all ethnic, geographic, and socioeconomic groups.
- WCPSS will continue to utilize multiple Gateways for AIG identification with under-represented populations.
- WCPSS will continue to 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.
- The WCPSS AIG Program will continue to 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.
- Contingent upon available funds, and if data demonstrates success of the program, WCPSS will expand the *Nurturing for a Bright Tomorrow* program to other elementary schools.
- Contingent upon available funds, WCPSS will pilot the *Young Scholars: Model for Success* to nurture, guide and support advance academic performance among high performing students from culturally, linguistically, ethnically diverse populations.
- Contingent upon available funds, WCPSS will, at grades 3-5, pilot *Thinking at Every Desk: Four Simple Skills* to *Transform Your Children*. This training provides tools to understand thinking patterns and how learning actually happens. It empowers teachers to structure learning in the most meaningful way, helping students explore new paths to knowledge. Staff development opportunities will be open to AIG teachers and classroom teachers.
- Unless a more culturally responsive assessment is found, WCPSS will utilize the Gifted Rating Scale (GRS), as part of the Psychological Evaluation (portfolio assessment) process. The GRS provides scores based on nationally stratified age-based norm groups, allowing the user to compare children's scores to a representative U.S. sample of same-age students in the areas of intellectual ability, academic ability, creativity, leadership ability, and motivation. The GRS is used to identify gifted behaviors.

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 for resolution of such disagreements have been established in Article 3 of Chapter 150B of the NC General Statutes and by Wake County Public School System Board Policy 1740/4010 on student grievances.

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 AIG Program Director. The AIG 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 AIG Program 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 file a petition for a contested case hearing (Article 3 Chapter 150B of the General Statutes). The purpose of the review is to determine if:
    - The school administrative unit improperly failed to identify the student as an academically/intellectually gifted student, or
    - 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 conclusion of law. Notwithstanding the provision 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.

Reevaluation 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 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
    - 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.

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 a temporary exit. 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 served. This document must be revisited each school year to determine if the parent/guardian's wishes remain the same.

Planned Sources of Evidence

- Individual Student Profiles (ISPs) for identified and students nominated and referred, but not identified
- Services for Academically Gifted Education (SAGE) database
- Lists of Approved Tests for AIG Identification (posted on the AIG website)
- School Based Committee for Gifted Education Meeting Minutes
- AIG Central Services decision forms
- Student AIG folders with identification documentation
- Annual Gateways reports with demographic analysis
- Data regarding formally identified students from under-represented populations
- Nonverbal and alternative assessment measures
- Data analysis of piloted alternative assessment measures
- IDEP identifications

- Professional development agendas and rosters
- Contingent upon funding, data from *Young Scholars* and *Thinking at Every Desk*
- Data from *Nurturing for a Bright Tomorrow*
- *AIG Program Guide*
- *AIG Program Brochure*
- *AIG Plan*
- Consent for Evaluation form
- Consent for Service form
- Instructional Support Plan
- Temporary Exit from Direct Services or Permanent Exit from Direct Services document
- Individual Differentiated Education Plan
- Differentiated Education Plan
- Parent presentations
- SAGE website data
- AIG website
- Fall, Spring, and 3rd Grade ISP Electronic Submission Documentation

Other Comments

Ideas of Strengthening

- WCPSS AIG Program will continue to evaluate and refine the identification process
- Refine, translate - as needed - into Spanish and other languages (depending on volume of requests) and distribute parent presentations to all AIG teachers.
- Monitor number and demographics of all temporary and permanent exits
- The AIG Department will continue to evaluate procedures to resolve disputes.
- The AIG Department, in collaboration with the AIG teachers, will refine the Instructional Support Plan/Intervention process

Standard 1: Student Identification

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

Practice E

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

This practice is a Focused Practice for 2016-2019

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 Guide* and *AIG Parent Brochure*
- ISP Explanation Document
- AIG Service Delivery Plan for school
- 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 capacity of stakeholder groups.

Planned Sources of Evidence
ALL revised documents and Web Pages for WCPSS AIG Program
- *AIG Program Guide* and *AIG Program Brochure*
- AIG Identification Gateway Chart
- Individual Student Profile (ISP) Explanation
- AIG Service Delivery Plan for schools
- Presentations: AIG Program Parent Presentation and Explorers Presentations
- AIG Information Web Page
- DEP
- ISP

Other Comments

Ideas of Strengthening
- Continue to reevaluate identification process and improve communication regarding the identification process.
- Translate into Spanish and other languages (depending on volume of requests) as needed and distribute both AIG Program Parent Presentations and Explorers Presentations

Standard 2: Differentiated Curriculum and Instruction

Standard 2: Differentiated Curriculum and Instruction.
The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

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

This practice is a Maintained Practice for 2016-2019.

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 Academics Division and the district's Strategic Plan.

Services for Academically or Intellectually Gifted students in WCPSS, as determined by their learning characteristics and areas of giftedness, include differentiated curricula and instructional opportunities directed toward the unique needs of the gifted learner. 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 of Education (BOE) Policy 3422A.

At the middle school level, WCPSS compacts mathematics classes to allow students to progress more rapidly through the NC Standard Course of Study. Students can complete three years of mathematics content in a two year span during the regular instructional calendar.

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. This is the practice of assigning a student to a higher-grade level 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.

Goals

The AIG program will continue to seek ways to address students' individual needs through a variety of service options.

Description

The AIG Program supports the development and implementation of differentiated curricula and instruction based on a synthesis of nationally research-based models and theories. Students receive differentiated curricula and instruction that is greater in depth and complexity. Service delivery options for gifted learners create challenging opportunities for optimal student growth. Enrichment/extension resources are embedded in the WCPSS Curriculum Management Application (C-MAPP), allowing all teachers opportunities to enrich and extend the NC Standard Course of Study.

AIG teachers and regular education teachers develop and implement high-quality, comprehensive curricula which include the components of in-depth content, assessments, grouping strategies, teaching activities, learning activities, products, resources, extensions, and differentiation. Differentiated curricula and instruction align with Differentiated Education Plans (DEPs) or Individual Differentiated Education Plans (IDEPs).

Planned Sources of Evidence

- School AIG Plan
- Differentiated Education Plans
- ISPs
- Student Work Samples
- Curriculum Management Application (C-MAPP)
- DPI AIG Wiki
- WCPSS AIG PBWorks and/or other internal AIG Internet-based storage and communication technology
- WCPSS AIG Curriculum Bank
- Additional Enrichment Units for AIG Teachers to utilize in grades 3-8 for Language Arts and 3-5 for Mathematics aligned with the NC Standard Course of Study
- AIG Basics and GT Magnet School AIG service delivery method

Other Comments

Ideas of Strengthening

- Through collaboration with the Elementary Language Arts team, develop weekly enrichment and extension literacy lessons in grades 3-5 to be used by the classroom teacher during the Daily 5 literacy block. These lessons would be accessed in C-MAPP for use by all teachers.
- Through collaboration with the Middle School Language Arts team, develop and refine enrichment and extension literacy lessons in grades 6-8 to be used by the classroom teacher. These lessons would be accessed in C-MAPP for use by all teachers.
- Expand AIG Curriculum Bank to include enrichment units for AIG Teachers to utilize at the middle school level aligned with the NC Standard Course of Study.

Standard 2: Differentiated Curriculum and Instruction.
The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

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

This practice is a Maintained Practice for 2016-2019.

Rationale
An AIG identified student may require 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. Therefore, students are placed into appropriate learning environments that match their needs and align with the School AIG Plan. The AIG program provides a wide variety of services for AIG identified students that address and support instructional practices for advanced learning. These practices are intended to incorporate a variety of strategies for providing depth, complexity, sophistication, abstraction, and problem-based learning. In addition, WCPSS AIG Program will nurture potential among traditionally non-identified students to enrich and develop their natural gifted tendencies.

Gifted students will participate in enrichment and extension activities outside of the regular education classroom, commonly referred to as pull-out, to meet their individual needs. The Collaborative Consultation model, commonly referred to as push-in, can also provide benefits to meet the needs of a diverse student population. Additionally, consultation offers opportunities for diversifying classroom instruction and methodology. These models have been adopted for diverse populations including at-risk students, gifted and talented students, and English language learners. The best approach to implementing these models is to use a continuum of services depending on needs of student populations, teacher skills, instructional strategies, and other influencing factors such as, but not limited to, social and emotional needs of the students. In this fluid and flexible process, each student receives instruction to address his/her unique learning needs.

Goals

The AIG teacher will collaborate with the classroom teacher to address ability levels of students through differentiated curriculum and strategies. The AIG teacher will utilize and share a variety of evidence-based practices that are used with gifted learners and facilitate learning based on a student's identified abilities, readiness, interests, and learning profiles. The majority of instruction for elementary gifted services will be provided via the pull out model; secondary support will come from collaborative service and can include push in.

Description

The Elementary AIG teacher provides direct services to students in grades four and five who have been identified through the AIG identification process. All third grade students will receive Explorers Model the first semester before identification. Once identified, third graders will receive direct services. The Middle School AIG Teacher will provide direct services to students in grades six through eight who have been identified through the AIG identification process. The AIG Teacher will collaborate with regular education teachers to provide consultation on differentiated curriculum and instruction for AIG students in the regular education classroom and can, if time allows, provide additional support via push-in. AIG Teacher schedules must be flexible and fluent to retain the ability to modify his/her schedule for serving students as well as to ensure that the AIG responsibilities are also completed with fidelity.

Nurturing Programs
WCPSS has a K-2 *Nurturing for a Bright Tomorrow* program underway at 16 treatment schools that will be expanded, dependent on data analysis and funding. Contingent upon funding, the AIG Program Staff will implement programs such as the *Young Scholars Program* and *Thinking at Every Desk: Four Simple Skills to Transform Your Classroom* that develop and nurture potential among non-traditionally served students. Program personnel plan to strengthen the implementation of these programs through staff development opportunities for teachers. This training will include the rationale for using these programs, strategies for implementation, as well as advanced opportunities for non-traditionally served students. Once implemented, WCPSS will monitor the effectiveness of these programs by collecting data.

Current nurturing services offered by Wake County Schools are as follows:

Grades K-2
AIG teachers collaborate with classroom teachers through planning and PLTs to ensure students with emergent talent are nurtured in their regular class. The programs/methods utilized include, but are not limited to:

- *Nurturing for a Bright Tomorrow* at 16 pilot schools (will expand dependent on data analysis and funding)
- Primary Education Thinking Skills (P.E.T.S.)
- Kids into Thinking (KITS)
- Flexible grouping opportunities for students demonstrating potential in reading and/or math
- Single Subject Acceleration (SSA)

Current Services and Curriculum Options for Grades 3-5:

- The Third Grade Explorers Model (first semester) provides opportunities for students to demonstrate gifted behaviors during first semester.
- In-Class/Across Class flexible grouping (student movement based upon current data to encourage development of potential)
- Single Subject Acceleration (SSA)
- Professional development provided for AIG and other teachers to support the learning characteristics and gifted behaviors of students from under-represented populations
- Use of Gifted Rating Scales for additional evidence for under-represented populations via Gateway #4
- Cluster grouping for students who demonstrate high potential based upon benchmark assessments, classroom performance, etc.
- WCPSS AIG Program disseminates information to parents of identified AIG students to inform them of outside opportunities for enrichment.
- Primary Education Thinking Skills (P.E.T.S.) (Grade 3)
- Jacob's Ladder Higher Level Thinking and Comprehension Skills Program Level 1-3 (Grades 2-6)

The Differentiated Education Plan (DEP) outlines the service available and how the student's individual needs will be met based on area of identification. Elementary student DEPs are developed at the beginning of each academic year. Students identified in grade K-2 will have an Individualized Differentiated Education Plan (IDEP). The AIG teacher in collaboration with regular education teachers develops both types of plans. The DEP and IDEP are reviewed and amended as needed during the academic year.

Current Services and Curriculum Options for Grades 6-8

- Jacob's Ladder Reading Comprehension Program Level 4 & 5 (Grades 7-9)
- Edward Zaccaro Math Resource Books to supplement instruction and encourage open-ended problem solving, providing math student with a tool belt of problem solving strategies
- AIG Teachers pull-out students and/or push-in to the classroom for direct service delivery
- In-class/Across-class flexible grouping
- Course selection options
- Single Subject Acceleration
- Curriculum Compacting for Middle School courses
- Differentiated Instructional Units/Centers in order to link between content and real world applications in core curriculum to extend the NC Standard Course of Study
- Individualized assignments may be offered to meet individual and cultural learning needs to demonstrate gifted behaviors
- Instructional units/centers, resource classes offered by the AIG teacher for AIG identified students, Collaboration between AIG teachers and the regular classroom teachers, and school-based enrichment.
- NC Virtual Public School course options
- WCPSS AIG Program disseminates information to parents of identified AIG students to inform them of outside opportunities for enrichment.

The Differentiated Education Plan (DEP) outlines the service available and how the student's individual needs will be met based on area of identification. Middle school student DEPs are developed at the beginning of each academic year. The AIG teacher in collaboration with regular education teachers develops both types of plans. The DEP is reviewed, and amended, as needed during the academic year.

Current Services and Curriculum Options for Grades 9-12

- Students self-select courses based upon interests, strengths, needs
- Honors and AP courses
- International Baccalaureate (IB) courses, if available
- NC Virtual Public School
- Early College Entry/Dual Enrollment
- Early Graduation
- The Differentiated Education Plan (DEP) for high school students 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.

Descriptions of Current Service Delivery Options

A variety of differentiated instructional strategies and methods are utilized within program options to offer modifications that develop high levels of thinking and accommodate individual interests, achievement levels, and learning styles.

Cluster Grouping for Instruction

Elementary and middle school principals in consultation with the SBCGE, elementary teachers and middle school teams, 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 and on their identification in language arts and/or mathematics. Differentiated curriculum and instruction is provided in the clusters to AIG students. The classroom teachers and the AIG teacher will work together to align appropriate instruction for AIG students. Cluster grouping is an instructional strategy that is documented on individual AIG Service Delivery Plans and on Differentiated Education Plans (DEP) for AIG identified students.

AIG Teachers provide direct 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. Middle and elementary AIG teachers meet regularly with classroom teachers to collaborate and to plan for differentiated curricula to meet the needs of identified students.

Flexible Grouping for Instruction

Flexible grouping is an instructional strategy that is documented on each school's Academically or Intellectually Gifted School Service Delivery Plan and on Differentiated Education Plans (DEPs) for identified students. Grouping 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 common and specific needs in specific curricular areas. Groups are formed, as needed, to assist differentiated curricula and instruction. Teachers meet regularly with the AIG Teacher to plan for flexible grouping instruction. 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.

AIG teachers will work in collaboration with regular education teachers to develop resources, procedures, and processes, and to implement strategies that provide challenge and enhance the quality of curriculum for gifted and highly capable students. Teachers enrich and extend the curricula to facilitate higher-level learning goals aligned with the NCSCOS.

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

Planned Sources of Evidence

- AIG School Plans
- DEP for grades 3-8
- IDEP for grades K-2
- Curriculum Management Application (C-MAPP) Enrichment options
- DPI AIG Wiki
- AIG Curriculum Bank
- AIG teacher modeling in the regular classroom setting

- Student portfolios
- Student Data

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

Ideas of Strengthening
- AIG teachers may observe regular classroom instruction to determine ways to assist teachers with better utilization of differentiation strategies. Ensure that schedules remain flexible and fluid.
- Develop and distribute an Administrator's 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.

Standard 2: Differentiated Curriculum and Instruction.
The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

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

This practice is a Maintained Practice for 2016-2019.

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

Goals
A goal of the AIG program is to identify and recommend supplemental resources for all teachers that can be utilized for the growth of AIG identified students and/or highly capable students.

Description
There are a variety of differentiated curricular, instructional, and resource materials available to AIG Teachers, and regular education teachers which incorporate research-based models and methods as follows:
- Curriculum Management Application (C-MAPP)
- AIG PBWorks site for differentiated instruction and curricula
- *Kids into Thinking Skills* (KITS) differentiation resources - Grades K-3
- Student Engagement Strategies
- Variety of resource books and programs aligned with AIG Program initiatives, and current research in gifted education such as Zaccaro's Problem-Solving resources, P.E.T.S., and *Jacob's Ladder Reading Comprehension Program* K-8.

Planned Sources of Evidence
- AIG Curriculum Bank
- C-MAPP Enrichment Lessons
- AIG School Workbook
- Professional Development and training provided for and/or by AIG teachers
- Professional Development Resources list
- Professional library

Other Comments

Ideas of Strengthening

- Continue to increase professional library materials to support and enhance the AIG Program.
- Continue to develop classroom resources to support differentiation.

Standard 2: Differentiated Curriculum and Instruction.
The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

Practice D
Fosters the development of 21st century content and skills at an advanced level:

- Content for global awareness, civic and economic literacies, and health awareness
- Critical thinking and problem solving
- Creativity and innovation
- High level communication and collaboration
- Applied information and media literacy, including concepts, systems, and operations in challenging research contexts
- Real world learning in local, regional, and global contexts
- Applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility

This practice is a Focused Practice for 2016-2019

Rationale
AIG Teachers work with Professional Learning Teams and collaborate with classroom teachers and content specialists in their schools to support the integration of 21st century skills and assist in the development of learners who are globally competitive. 21st century content and skills will be embedded in curriculum over the next three years.

Goals

- AIG staff will foster the development of 21st century skills by integrating technology and opportunities to develop critical thinking skills within a real world context. They will describe and share possible implementation strategies with stakeholders.
- Incorporate technology integration into AIG staff development in District AIG meetings

Description
In order to promote the development of critical thinking and 21st century skills in a real-world context, as outlined in the statement of this practice, curriculum units are applied appropriately and differentiated for advanced learners. Additionally, AIG teachers will assist classroom teachers in researching and including digital resources in core curriculum.

Planned Sources of Evidence

- Consultation and Collaboration Model
- C-MAPP Enrichment Units
- AIG lessons
- District AIG Meeting Agendas and materials

Other Comments

Ideas of Strengthening

- WCPSS AIG Program will collaborate with the Academic Department to research and implement the use of digital portfolios.
- Collaborate with Elementary and Middle School Departments to expand the number of C-MAPP Enrichment units in Language Arts and Math.
- 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.

Standard 2: Differentiated Curriculum and Instruction.
The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

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

This practice is a Maintained Practice for 2016-2019.

Rationale
WCPSS classroom teachers regularly use pre and post assessments to determine students' learning needs. Appropriate formative and summative assessment data will be used to guide instruction. AIG teachers will collaborate with classroom teachers to analyze data to inform differentiation. Analysis may include students' interests, classroom performance, achievement, and/or learning preferences for planning appropriate differentiated instruction. Walkthrough observations and analysis of student work samples from regular education classrooms may indicate a need for additional support and professional development for classroom teachers in the use of assessment for planning differentiated instruction. Maximum student growth occurs when students' learning style preferences are matched with appropriate instructional practices.

Goals
To increase the use of multiple intelligence data and students' learning style preferences 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 Professional Learning Teams in schools to support the analysis of ongoing student assessment data. Formative assessments and county-wide benchmark assessments are used regularly in addition to other classroom assessments, tests, projects, grades and performance to determine need for planning differentiated learning opportunities.

AIG teachers monitor AIG student achievement and growth, and collaborate with classroom teachers and administrators to achieve goals and facilitate further growth in a variety of subject areas. Using data based decision making, AIG teachers and classroom teachers will improve teaching and learning to increase student performance.

Planned Sources of Evidence

- mCLASS data
- Student Portfolios
- Math predictor-EVAAS
- EOG growth data for AIG students
- Formative and summative assessments
- Learning Style Inventories
- Multiple Intelligences Surveys
- SSA and WGA data and records

Other Comments

Ideas of Strengthening

- Continue to refine practices of using learning styles to drive instruction for student growth.
- Design curriculum that incorporates the development of multiple intelligences.
- Ensure that all AIG curriculum and enrichment lessons include appropriate pre and post assessments.
- Refine the portfolio assessment process. Include the AIG Diversity Task Force in the refinement process to help ensure personalized options/choices

Standard 2: Differentiated Curriculum and Instruction.
The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

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

This practice is a Focused Practice 2016-201

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 true challenge for the first time as curriculum and learning tasks become increasingly rigorous in the district. Therefore, it is important for teachers and educators to be aware of 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 affective growth, as well as academic development. It is also the role of the AIG program to support parents, teachers, and other staff in recognizing and meeting these needs.

Goals
AIG teacher wills 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

While collaborating with colleagues in developing content, the WCPSS AIG Program Staff can increase awareness of social and emotional characteristics common among gifted learners. Actions to address this goal include:

- Provide information on social and emotional needs of gifted students in different media forms such as websites and PTA news to all stakeholders.
- Introduce ways to respond to social and emotional needs of these learners while designing differentiated units and lessons.
- Build awareness of these needs among counselors in planned professional development sessions and solicit their help in addressing these with students, teachers and parents.
- Contingent upon funding, bring in guest experts for community forums on meeting complex needs of gifted children.
- Integrate culturally responsive, social and emotional elements into units of study that support the development of AIG children as well as equip classroom teachers to do so as well.
- In conjunction with the Office of Equity Affairs, provide parent informational sessions on the Social and Emotional Needs of Gifted and Highly Capable Students.

Planned Sources of Evidence

- Curriculum units/lessons which address social and emotional needs of gifted learners
- Video 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
- Parent Handout: *TIP-ical Kids: Cognitive and Affective Characteristics of High Ability Children and Youth.*

Other Comments

Ideas of Strengthening

- AIG Program Staff will continue to research best practices for meeting the social and emotional needs of the gifted learner.
- AIG Program Staff will make a more concerted effort to work collaboratively with school counselors on the social and emotional needs of gifted learners.
- 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.

Standard 2: Differentiated Curriculum and Instruction.
The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

Practice G
Cultivates and develops the potential of young (K-2) students through purposeful and intentional strategies and differentiated curriculum and instruction.

This practice is a Maintained Practice for 2016-2019.

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 opportunities. Regular education teachers do not have a background in gifted behaviors; therefore they often do not recognize the capabilities of students from under-represented populations. The AIG Program provides opportunities and resources that nurture the

gifted behaviors of young students at the K-2 level, while supporting classroom teachers in recognizing potential in all students.

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 typically developing children. 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."

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 strategies and differentiated curriculum and instruction.

Description

The AIG Program recognizes that highly 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. WCPSS is cognizant of the need for nurturing programs in order to develop critical thinking and problem solving skills.

Below is a summary of WCPSS AIG Program Nurturing Initiatives:

K-2 Model

- Consultation and Collaboration between AIG teachers, who are trained in recognizing gifted behaviors, and classroom teachers, to identify students with advanced learning potential.
- Differentiated curriculum and instruction resources provided to regular education teachers as requested
- C-MAPP Enrichment Lessons
- Use of instructional resource books and/or programs which include, but are not limited to:
    - *Jacob's Ladder*
    - *P.E.T.S.*
    - *Kids Into Thinking* (KIT) Units
    - *Nurturing for a Bright Tomorrow* materials/resources (available only for NBT treatment schools until after research study is complete)

Contingent upon funding, WCPSS AIG Program will implement the following nurturing programs, which also address the social and emotional needs of the gifted learner:

Young Scholar's Program for Talent Development

- Nurture, guide and support advance academic performance among high performing students from culturally, linguistically, ethnically diverse populations.
- Promote the notion of nurturing continuous academic growth in schools that are considered to be high impact schools. High impact schools are defined as schools with the number of identified gifted students below the national average of 6%.
- Identify giftedness in children from diverse cultural, ethnic, and linguistic backgrounds as early as possible. The Young Scholars are identified by their classroom teachers in collaboration with the AIG Teacher assigned to each school. Through systematic observations of all students, anecdotal records, and a careful review of portfolios of student work, classroom teachers in Kindergarten through grade two identify and nurture students who have gifted potential, (i.e., an ability to think, reason, and problem solve at a level that is advanced in comparison to their peers). Historically, these students have lacked access to gifted services, advocates for their high potential, and affirmation of their advanced abilities.

- Once identified, Young Scholars receive challenging curriculum and instruction in a supportive and stimulating educational setting that is responsive to cultural, ethnic, and linguistic differences. The teachers in the Young Scholars schools collaborate, plan, and design learning experiences that connect to the students' diverse cultural, ethnic, and linguistic backgrounds. Basic skills are strengthened through lessons that require students to think and apply knowledge on a higher, more complex level.

Thinking at Every Desk: Four Simple Skills to Transform Your Children

- Provides tools to understand thinking patterns and how learning actually happens.
- Empowers teachers to structure learning in the most meaningful way, helping students explore new paths to knowledge.
- Staff development opportunities will be open to AIG teachers and classroom teachers.

Third Grade Explorers Nurturing Model

- The Wake County Public School System AIG Program includes a unique nurturing component for all third grade students.
- Throughout 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 first semester to allow students with varying strengths and gifts to benefit from higher level instruction from a gifted specialist.
- Provides the opportunity for AIG teacher to develop work samples demonstrating higher-order and problem solving skills. This can be used as part of the student's portfolio to support the need for AIG identification. Data collected during the implementation of Explorers Nurturing Model are an integral part of the identification process for third grade students. Selected work samples are designated for inclusion in the student portfolio.

There are a variety of differentiated curricular, instructional, and resource materials available to AIG Resource Teachers and regular education teachers that incorporate research-based models and methods.

- AIG Language Arts Lessons aligned with NC Standard Course of Study and 4C's (Developed 2015-16)
- C-MAPP Language Arts Enrichment Lessons (developed Spring-Summer 2016)
- C-MAPP Mathematics Enrichment Lessons
- *Nurturing for a Bright Tomorrow* Resources (available at NBT schools only until research study is completed)
- Revised *Kids into Thinking Skills* (KITS) differentiation resources - Grades K-3.
- Explorers Model Lessons - Grade 3
- Instructional Differentiation from Preparation to Implementation
- Student Engagement Strategies Resource
- Variety of resource books aligned with AIG Program initiatives, Academics Division Initiatives, and current research in gifted education
- *P.E.T.S.*
- *Jacob's Ladder*

Planned Sources of Evidence

- AIG Curriculum Bank
- C-MAPP Enrichment Lessons
- Differentiation Resources

- Student Portfolios
- Professional Development Resources
- *Young Scholar's Program*, contingent upon funding
- *Thinking At Every Desk: Four Simple Skills to Transform Your Classroom*, contingent upon funding

Other Comments

Ideas of Strengthening

- Implement with fidelity & use data to guide; seek ways to expand and infuse future work.

Standard 2: Differentiated Curriculum and Instruction.
The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

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

This practice is a Maintained Practice for 2016-2019.

Rationale
The knowledge and expertise of professional staff is 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 professional personnel, including, but not limited to, Special Education tne English as a Second Language personnel. These partnerships will also create awareness and possible solutions for identifying students in under-represented populations.
- As as a partner in the district's MTSS implementation, the AIG Department and the AIG Diversity Task Force will develop and refine intervention strategies to address the needs of gifted students.

Description
AIG teachers and/or AIG program staff 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. The classroom teacher, in collaboration with the AIG teacher, will prescribe appropriate strategies and targeted interventions to address individual needs and foster increased success. AIG Central services staff will participate in various district level groups/teams including, but not limited to, MTSS, Literacy, Magnet, and Academics.

Planned Sources of Evidence

- Professional Learning Team efforts and notes
- School Based Committee Team meeting notes
- Individual Education Plans (IEPs)
- 504 Meeting Minutes
- Personalized Educational Plan (PEP)
- Individual Differentiated Education Plans (IDEPs)
- Differentiated Education Plan (DEPs)

- District level team/committee notes and/or agendas

Other Comments

Ideas of Strengthening

- Continue to infuse AIG program staff into various group meetings and activities to better serve students.
- Include Special Education and ESL representatives in SCBGEs.

Standard 2: Differentiated Curriculum and Instruction.
The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

Practice 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, a continuum of services, and support school transitions.

This practice is a Maintained Practice for 2016-2019.

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 IDEPs for K-2 identified students and DEPs for grades 3-8 identified students to meet the needs of identified students. DEPS for high school AIG students remain the same throughout grades 9-12; the students self-select courses to meet their personal differentiation wants/needs.

Description

Reviews of each AIG elementary and middle school identified student are conducted in collaboration with classroom teachers to determine student needs. As a result of this collaboration, IDEPs/DEPs are created at the beginning of each academic year to address needs of the individual student. AIG teachers will provide parents with a copy of the IDEP/DEP. Parents have the opportunity to request a conference to review services outlined in the IDEP/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.

Planned Sources of Evidence

- School Based Committee for Gifted Education meeting notes
- Differentiated Education Plans (DEP's)
- Individualized Differentiated Education Plans (IDEP's)

Other Comments

Ideas of Strengthening

- 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.

Standard 3: Personnel and Professional Development

Standard 3: Personnel and Professional Development
The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going and comprehensive.

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

This practice is a Maintained Practice for 2016-2019.

Rationale
In order to appropriately serve approximately 28,000 identified gifted students as well as nurture the academic potential of K-3 students, AIG personnel includes a Director, at least four Coordinating Teachers, a Psychologist, and a secretary at the Central Services level. It also includes approximately 150 AIG teachers based in schools.

Goals

- WCPSS AIG staff seeks to recruit and retain program personnel with NC AIG licensure.
- 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.
- Program budget will be reevaluated to better utilize resources to adjust and/or increase the months of employment allotments for each school as well as add staff at the central services level to better support schools and the district.

Description
2016-2019 AIG Central Services Staff:

- Director
- Four Coordinating Teachers (CTs)
- AIG Psychologist
- AIG Secretary
- 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 Advisory Committee, administrators, teachers, students, and parents. All AIG Central Services Staff will be employed twelve months to oversee all aspects of the AIG program including budget and communication. AIG Central Services Staff collaborate with stakeholders, including other Academic Department colleagues, to support schools on all instructional calendars: year round, modified,, magnet, and traditional. AIG Central Services AIG staff are hired by and reports to the AIG Director.

The current AIG Director has licensure in gifted education, a Master's degree in Gifted Education, and a Ph.D. in Curriculum and Instruction. The AIG CTs have licensure in gifted education and Master's degrees.

Planned Sources of Evidence

- Job descriptions of the AIG Director, AIG Teacher, AIG Coordinating Teacher, AIG Psychologist, and AIG Secretary
- School workbooks containing AIG Teacher Schedules, School Plans, Differentiated Course Plans, etc.
- Licensure status of the Director and AIG Central Services Coordinating Teachers (maintained by HR)

Other Comments

Ideas of Strengthening

- Clarify differences in service plans between elementary and middle schools in the *Parent Guide* as well as other documentation.

Standard 3: Personnel and Professional Development
The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going and comprehensive.

Practice B
Ensure licensed specialists are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

This practice is a Focused Practice for 2016-2019.

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).

At the middle school level, frequency of direct services differs due to the increased ability of students to choose appropriate courses and the large caseload of AIG students. Frequency of direct services differs due to the large caseload of AIG students at each individual middle school.

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

AIG licensed professionals are educated in best practices in meeting the needs of gifted and highly capable students. AIG teachers assist in nurturing and identifying students who demonstrate gifted characteristics. The AIG Director establishes allotments, monitors and utilizes funding to support gifted programming. AIG Central 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.

Goals

- Continually review and evaluate AIG staff, specifically AIG teachers' roles, schedules, and responsibilities in supporting the academic, intellectual, and social/emotional needs of gifted learners.
- 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 when time allows, push-in. The AIG teacher will work collaboratively with classroom teachers to plan and provide appropriate levels of differentiation for nurtured, high potential, and AIG-identified students.

Planned Sources of Evidence

- AIG Teachers' schedules
- AIG School Quarterly Workbook
- 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 Web site and materials
- AIG Website
- List of enrichment opportunities

Other Comments

Ideas of Strengthening

- District supported professional learning opportunities for AIG and classroom teachers specifically aimed at developing the four "Cs": Communication, Collaboration, Creativity, and Critical Thinking to promote growth of all students.
- Collaborate regarding district initiative around creating student portfolios.

Standard 3: Personnel and Professional Development

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

Practice 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.

This practice is a Focused Practice for 2016-2019

Rationale

Focused AIG Professional Development (PD) is necessary to meet AIG student needs. Currently, AIG PD is strongly recommended but not mandatory for classroom teachers who serve formally identified AIG students. WCPSS AIG Staff will participate as part of the Multi-Tiered System of Support (MTSS) team to assist in utilizing all students' strengths and providing support as needed. Research supports establishing nurturing programs early in the educational career of students which will lead to increased growth. Professional learning on how to nurture children and activating the multiple intelligences is vital to developing critical thinking and problem solving skills for early learners. Gifted education PD and follow-up will be embedded throughout AIG Professional Learning Teams (PLTs), various PLTs including other program staff, and school level PLTs.

Goals

Determine the length of time and variety of ways PD can be provided to WCPSS staff. Provide ongoing PD for all AIG program staff on the strategies and teaching models provided in this plan to support school level professional development. Provide instructional resources for all AIG program staff to support school level professional development.

Description

WCPSS AIG Central Services Staff is responsible for disseminating AIG program information and training throughout the district. Area superintendents, principals, AIG teachers, and classroom teachers are responsible for the administration and implementation of the AIG program and differentiation of curriculum and instruction.

Over the next three years, PD courses, including follow-up activities, will be offered to personnel involved with AIG programs and services, including classroom teachers, Special Education and English as a Second Language personnel, counselors, and school administrators.

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:

- AIG District Staff will design appropriate policies, services, and professional development for AIG teachers.
- School Administrators will assess the AIG program services and assess teacher effectiveness in developing potential of gifted students and differentiation of instruction.
- AIG Central Services Staff will educate administrators on monitoring the use of AIG Months of Employment for fidelity in program services as described in the AIG plan.
- Administrators will be provided professional support in the implementation of the pull-out and collaboration service models to promote growth for all students.
- AIG and classroom teachers will provide appropriately differentiated learning experiences for gifted and highly capable students.

- AIG Teachers in collaboration with school counselors implement will support the social and emotional needs of gifted students.

Possible Models for completing Professional Development include:

- In-service workshops, conferences or institutes facilitated by the AIG Program or Academics Division
- Individual and/or PLT follow-ups after district-wide or school-wide professional learning opportunities
- Embedded Professional Development during AIG district or school-based staff development
- Webinars, National Association of Gifted Children's Web-based Gifted Education Learning Modules
- DPI AIG Web-based Gifted Education Learning Modules
- On-line PD opportunities (district and/or commercially created) as available
- 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

Planned Sources of Evidence

- Professional Growth Plans
- Evaluations from NCEES
- E-Schools transcripts
- Online Course Registrations (ex: e-Schools)
- Professional Learning Session agendas/materials
- MTSS for Gifted Children
- MTSS for Gifted Children Update

Other Comments

Ideas of Strengthening

- WCPSS AIG Program staff will increase collaboration with other programs and departments within WCPSS, including the Office of Professional Learning, Office of Equity Affairs, Special Education, English as a Second Language, and Academics-specific departments, as well as continually seeking opportunities to embrace and implement best practices for gifted education.
- District supported professional learning opportunities for AIG and classroom teachers specifically aimed at developing high cognitive skills to promote growth of all students.
- Develop training modules for AIG teachers to use for staff development at their schools that incorporate The 4 C's (creativity, critical thinking, collaboration, and communication).
- Implement appropriate, culturally responsive staff development for administrators, counselors, teachers, Instructional Resource Teachers, and other critical school personnel who are responsible for meeting the needs of nurtured students, students with high potential, and AIG-identified students.
- Collaborate with other school districts to bring in nationally-recognized gifted education experts for the purpose of staff development, to include those with expertise in specific under-identified or under-served gifted populations.
- Collaborate with the Office of Professional Learning to obtain, develop, and incorporate appropriate online learning modules into the Learning Management System.

Standard 3: Personnel and Professional Development

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

Practice D

Places AIG students in general education classrooms with teachers who have earned an AIG add-on license from an Institute of Higher Education (IHE) or who have met the LEA's professional development requirements for that position.

This practice is a Focused Practice for 2016-2019

Rationale

District-wide PD 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 personalized 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. Such training will also support our district's MTSS initiative. In addition, nurturing services within our K-3 classrooms must be priority as well so that all students are reviewed for possible inclusion within the gifted program. Therefore general education teachers need to be re-introduced to and/or learn strategies for teaching gifted students and nurturing academic potential. Our priority is twofold; every AIG teacher provides support to all teachers of gifted clusters and AIG teachers will refine the delivery of LEA gifted professional development to classroom teachers at their assigned school, prioritizing teachers of cluster groups. AIG central services staff and AIG teachers will be responsible for developing a consistent process to train K-3 classroom teachers in nurturing pedagogy to increase awareness of under-represented populations needs and general misconceptions about gifted students.

The district is not currently supporting general education teachers with tuition or other incentives for acquiring AIG licensure, so there are no expectations for great increases in the number of AIG licensed teachers. Even so, we will continue to explore partnerships with AIG licensure programs and seek tuition incentives through the Public School Foundation (PSF) or possible grants.

Goals

- AIG students will be placed in cluster groups for service in their identified area, Reading and/or Math, or both when in regular education classes. Special consideration must be given to 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 administration to ensure effective student placement and completely support the fidelity of the AIG School Plan in each elementary and middle school.
- AIG teachers and counselors will review and monitor AIG student placement throughout the school year to ensure program fidelity and student well-being.
- AIG teachers will communicate with stakeholders, specifically parents, about all aspects of the AIG program as well as serve as the liaison between AIG Central Services and their school site.
- When possible, WCPSS will provide extra AIG months of employment (MOE) to elementary AIG Basics and GT Magnet schools so the AIG teachers can strengthen the capacity of AIG teachers as strong staff development, curriculum development, and collaborative personnel that support and increase rigor within the entire student body.

Description
Gifted licensure is required for all AIG teachers and District AIG positions. AIG licensure is highly recommended for teachers of gifted cluster groups. The WCPSS Academics Department and/or AIG program staff will offer opportunities for classroom teachers to participate in professional development to meet specific needs of AIG and highly capable students in general education/cluster groups. The professional development will align with 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, interest, and developmental levels with respect to reading and or math service level. Curriculum for identified students should be different from the curriculum offered to the general education students qualitatively per their differentiated education plan. This does not mean additional content, but rather allowing for a greater depth of knowledge of content and/or independent study within content.

Planned Sources of Evidence
- District list of licensed AIG teachers
- School schedules of cluster grouped classes
- Documented PD participation in eSchools
- AIG School plans
- AIG School Workbooks

Other Comments

Ideas for Strengthening
- Continue to promote and support cluster grouping of students.
- Develop an in-house AIG licensure system and/or add-on licensure system

Standard 3: Personnel and Professional Development
The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going and comprehensive.

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

This practice is a Maintained Practice for 2016-2019

Rationale
The AIG Program professional development is aligned with the WCPSS strategic directives and initiatives to support and promote optimal student learning and teacher and principal effectiveness.

Goals
- Collaborate with various departments/programs to ensure that educators have 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 PD with a focus on equitable access to highest appropriate rigor.

Description

Professional development is a collaborative effort of the Academics Division, the Office of Professional Learning, Office of Equity Affairs, and the AIG Program. The professional development plan aligns with the National Association for Gifted Children (NAGC) Standards, Pre-K-Grade 12 Gifted Program Standards, North Carolina AIG Program Standards established by the Department of Public Instruction Exceptional Children Division, and the recommendations from the Curriculum Management Audit. Professional development 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 according to their differentiated educated plans. School Improvement Plan (SIP) teams are strongly encouraged to consider the alignment of AIG and professional development as school plans are created. Professional development for AIG support will be designed considering recommendations from the WCPSS AIG program audit of Spring 2013. AIG teachers in collaboration with school administrators will encourage and lead implementation of best practices for gifted education. In addition, the AIG department will also partner with other WCPSS departments to provide PD that targets equitable access to highest appropriate rigor for underrepresented populations.

AIG Teachers

The AIG Central 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 development for AIG teachers to increase expertise by providing:

- Appropriate differentiated curricula and instruction for gifted and highly able learners embedded in the NC Standard Course of Study
- Extensions and enrichment curricula aligned with the NC Standard Course of Study
- Consultation services to all classroom teachers
- Professional development to school personnel, as requested

The AIG Program provides classroom teachers learning opportunities specific to the potential, characteristics, and needs of gifted learners from kindergarten through twelfth grade. The AIG Program also provides opportunities for ongoing differentiation training through the Collaboration Model to teachers of kindergarten through eighth grade students. AIG Program Staff collaborates with the Central Services High School Team to support high school classroom teachers with differentiation.

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 job-embedded, learner-centered, professional development. The AIG teachers share knowledge and best practices, develop rigorous and relevant curriculum, and contribute to the development of collaborative learning cultures to support student success through positive nurturing relationships. AIG teachers will operate within the hybrid push-in/pull out model for optimal for academic, intellectual, social, and emotional student growth.

Planned Sources of Evidence

- Professional development training modules
- Professional development schedules
- AIG Meeting Agendas
- Extension and Enrichment units
- Lesson plans denoting specific differentiation opportunities

- Student portfolios

Other Comments

Ideas of Strengthening

- Continue to reflect and refine collaboration between AIG teachers and classroom teachers with intentional support by site administrators.
- Continue to seek best practices to best serve students and promote professional learning opportunities.
- Develop an in-house AIG licensure system and/or add-on licensure system
- Collaborate with surrounding districts to bring in gifted education equity experts for the purpose of providing staff development
- Collaborate with the Magnet School Office and the Office of Professional Learning (OPL) to develop/refine staff development for GIfted and Talented/AIG Basics schools.
- Encourage attendance at NCAGT and NAGC conferences.
- Collaborate with Middle School and High School teams to improve equitable access to highest appropriate rigor for underrepresented populations.

Standard 3: Personnel and Professional Development
The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going and comprehensive.

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

This practice is a Maintained Practice for 2016-2019

Rationale
PLTs and other small groups can provide opportunities for AIG specialists and other teachers to plan collectively to apply their learning to designing dynamic classroom experiences for students. Regularly designated time for this work is critical, and principals must ensure that such time is allotted.

Professional development that is ongoing and job-embedded is available and offered as requested. It encourages collaborative planning and teaching among elementary and middle school AIG Teachers and classroom teachers.

Professional development for AIG teachers is incorporated into all AIG District meetings. AIG Teachers evaluate and provide feedback as part of the ongoing staff development improvement process. Opportunities will also be provided for AIG master teachers to conduct staff development for other AIG teachers.

Goals

- AIG teachers and other AIG program staff will have opportunities to plan and implement best practices for professional growth in addition to fostering high growth for all students.
- The AIG Regional Coordinators and AIG Central Services Team will utilize master AIG teachers for staff development in some of the district and regional AIG meetings.

Description

In the Collaboration Model, the AIG teacher works with classroom teachers to plan and deliver appropriately differentiated curricula and instruction that include the in-depth study of complex and sophisticated content aligned with NCSCOS. This encourages students to display products that reflect their abilities while applying complex thinking and questioning. Teachers apply strategies and refine units of study to match curriculum to the needs of the students.

AIG teachers are encouraged to coach, implement, and reflect upon best practices in gifted education and upon professional learning experiences.

Planned Sources of Evidence

- Collaborative teaching data i.e. lesson plans, project rubrics, etc.
- AIG meeting agendas
- Student work samples

Other Comments

Ideas of Strengthening

- Provide opportunities to attend professional learning opportunities and allow sufficient time to plan for implementation of complex instruction.
- Seek funding to support AIG classroom observations (with principal's approval) by AIG teachers
- Focus on determining who are master AIG teachers and utilize them in AIG staff development sessions
- Develop and distribute appropriate, culturally sensitive training modules for AIG teachers
- Develop and distribute appropriate, culturally sensitive training modules for general classroom teachers

Standard 4: Comprehensive Programming within a Total School Community

Standard 4: Comprehensive Programming within a Total School Community
The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

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

This practice is a Focused Practice for 2016-2019.

Rationale
Services for identified gifted students need expansion. Research indicates that gifted students need interaction with intellectual peers on a regular basis in order to develop to their highest potential. Therefore, gifted students require contact with the AIG teacher in their area(s) of identification. In addition, skills to increase and provide cognitive challenges are beneficial for all students. Nurturing of gifted behaviors and higher level thinking with highly capable students will be supported in the classroom through collaboration.

Goals
Develop and design appropriate instructional support for gifted students, such as:

- "Pull out" instruction for problem-based learning, long- and short-term projects, independent

study, learning contracts, and more direct contact and support from AIG teachers that will allow identified AIG students time with their intellectual peers.
- Focused planning for differentiated instruction between AIG teachers and classroom teachers to prepare successful "push in" instruction.
- Other collaboration services that are appropriate in addressing the needs of both highly capable and identified AIG students.

Description

The AIG School Plan drives the services offered at each school. Options offered by individual school plans should include cluster grouping, in-class flexible grouping, cross class grouping within grade level, curriculum compacting, differentiated instructional units, and content differentiation. These services allow highly capable and gifted students optimal learning opportunities. The AIG teacher will offer delivery service through the following methods: Direct AIG services/classes ("pull out" is mandatory for elementary, secondary for middle schools), collaborative teaching ("push in"), consultation, and collaborative planning. Cluster grouping of AIG students and highly capable students is imperative for a successful "push in" model.

Planned Sources of Evidence

- AIG School Plan
- Differentiated Education Plans
- Individual Differentiated Education Plans
- Professional Learning Team Meeting Minutes
- Acceleration and Enrichment opportunities noted on DEPs

Other Comments

Ideas of Strengthening

- WCPSS AIG staff will work with the Office of Professional Learning and other educational professionals to create and implement staff development for teachers regarding the instructional needs and characteristics of the gifted student, and mentoring support for classroom teachers.
- WCPSS AIG staff will develop and refine online Administrator's and AIG Teacher's Toolkits to assist in designing and choosing the most appropriate model(s) for their school, including explanations and examples of various grouping options and service delivery.

Standard 4: Comprehensive Programming within a Total School Community

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

Practice B

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

This practice is a Focused Practice for 2016-2019

Rationale

The AIG Program and services are an extension of the NC Standard Course of Study. AIG services further enrich and extend NC Standard Course of Study in reading and mathematics and support the WCPSS Strategic Plan. AIG curriculum resources are provided to each school to enhance the curriculum.

Goals

Via Wake County's C-MAPP, the AIG Program will align enhancement and enrichment resources with NC Standard Course of Study. The AIG program will provide a resource bank of lessons to be used by AIG teachers for direct instruction for the enrichment and extension of the standard curriculum.

Description
The AIG Program has developed newly aligned curriculum units of study in mathematics and language arts. Professional development aligned with the WCPSS Strategic Plan, especially the "4 C's"(collaboration, communication, critical thinking, and creativity) will be provided for AIG teachers to increase higher level thinking skills and problem solving abilities of gifted students.

Planned Sources of Evidence
- AIG Curriculum Bank - available for all AIG teachers
- Professional Development Agendas/Materials
- C-MAPP enrichment lessons- available for all WCPSS teachers and administration

Other Comments

Ideas of Strengthening
- Examine research and implement additional strategies and materials in order to continually improve gifted education service, improve content delivery, and increase student achievement.
- Contract with gifted diversity experts to provide culturally and linguistically responsive professional development aligned with the Strategic Plan. Include rights to video sessions to place in Canvas.

Standard 4: Comprehensive Programming within a Total School Community
The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

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

This practice is a Maintained Practice for 2016-2019

Rationale
The AIG Program aligns offered services with the goals of the NC Standard Course of Study and the WCPSS Strategic Plan.

Goals
The WCPSS AIG program should infuse best practices for gifted students in service delivery as a model for use with all students for growth benefits.

Description
The AIG Program staff collaborates with the Academics Department in the development of enrichment units housed in C-MAPP to provide integrated, extended, and aligned opportunities for all teachers to plan effectively. 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.

Planned Sources of Evidence
- C-MAPP
- School Service Delivery Plans
- Differentiated Education Plans
- WCPSS AIG Website

Other Comments

Ideas of Strengthening
- Additional enrichment units in middle school mathematics will be written to support academic growth for gifted and high ability students.
- Additional enrichment units in middle school language arts will be written to support academic growth for gifted and high ability students.
- Additional, complex lessons for "pull out"/clustered instruction of AIG students will be written and housed in a digitally-available format (i.e. Learning Management System).

Standard 4: Comprehensive Programming within a Total School Community
The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

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

This practice is a Focused Practice for 2016-2019.

Rationale
WCPSS AIG Program recognizes the need for clear communication for all stakeholders. With the transition of our new plan, procedures, and policies, all pertinent information will need to be updated and clarified to ensure consistency throughout the district.

Goals
- To ensure clear and consistent communication with all stakeholders, the AIG Central Services will develop a presentation to disseminate information regarding AIG services. This presentation will be used by AIG teachers to inform stakeholders about delivery of differentiated services and instruction for AIG students.
- 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.
- Post the 2016-2019 AIG plan on the WCPSS internet website
- Post the 2016-2019 AIG Plan on the WCPSS AIG Website

Description
The AIG Central Services staff will participate in principals' meetings, Area Superintendents' meetings, and IRT meetings to provide information about goals and service delivery expectations outlined in the district's AIG Program Plan. AIG resource teachers at each school will provide annual sessions at the beginning of the school year to inform school administrators and school staff about the AIG program, share strategies for differentiating instruction, and lead related staff development. AIG teachers will post

information on their individual school websites and school newsletters. Communication with school and district personnel will occur through several venues. The venues will include, but are not limited to, workshops, presentations, websites, Twitter, and publications. AIG program staff will infuse program information with as many other programs and departments as applicable and solicit feedback for continuous improvement.

Planned Sources of Evidence

- Individual School AIG Websites
- District Intranet
- AIG Teachers' Quarterly Responsibilities Reports
- School AIG Newsletters
- School Staff AIG Presentation materials
- Meeting Agendas
- AIG Twitter feeds
- AIG Website
- *AIG Program Brochure*
- *AIG Program Guide*

Other Comments

Ideas of Strengthening

AIG Central Services Staff plan to expand use of social media to communicate with stakeholders in addition to seeking more opportunities to invite stakeholders for specific sessions regarding the local program and specific information for supporting a gifted program and students.

Standard 4: Comprehensive Programming within a Total School Community

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

Practice E

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

This practice is a Maintained Practice for 2016-2019.

Rationale

WCPSS AIG Program recognizes the importance of effective communication between teachers to ensure continued service delivery for AIG students especially as they transition from one school to another, such as from elementary to middle school.

Goals

- During spring meetings, the AIG Program Central Services Staff will facilitate Professional Learning Teams (PLTs) between feeder schools (Elementary and Middle) to ensure effective continuation of AIG services.
- At transition points, AIG Teachers will provide DEPs to receiving schools (Middle and High).
- AIG Teachers will include AIG folders with the cumulative records and will ensure that they are sent to the feeder schools (Middle and High).

Description

- AIG teachers will meet consistently throughout the year within their regional PLTs to discuss issues and concerns and share solutions in order to provide effective AIG services.
- AIG Central Services Team will facilitate a meeting in the spring between feeder schools where AIG teachers will discuss the following:
    - Needs of each identified AIG student (i.e. social/emotional, academic strengths and weaknesses, accelerative needs, etc.) with the AIG teacher at the receiving school.
    - 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 students from under-represented groups who are demonstrating gifted behaviors and high growth.
    - Students who are participating in Single Subject Acceleration

Planned Sources of Evidence

- PLT Minutes
- Meeting Agendas
- SBCGE Meeting Notes for Transition Schools
- AIG Program Rosters
- SSA Rosters
- AIG Folders (yellow (confidential folders)
- DEPs

Other Comments

Ideas of Strengthening

Continue to refine and monitor the documentation transfer of AIG records and DEPs to receiving schools

Standard 4: Comprehensive Programming within a Total School Community

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

Practice F

Facilitates collaboration among school counseling personnel, regular education teachers, AIG specialists and others to address the social and emotional needs of AIG students.

This practice is a Maintained Practice for 2016-2019.

Rationale

The unique social-emotional needs of gifted students require dedicated attention from educators and parents. The AIG Program recognizes these needs and will provide additional training to discuss the social and emotional needs of gifted students. Additional time, professional development, and collaboration with other agencies and personnel are required to strengthen knowledge of the social-emotional needs of gifted students. According to Olszewski-Kubilius and Clarenback, authors for the NAGC, *Unlocking Emergent Talent: Supporting High Achievement of Low-Income, High-Ability Students*, "the 'gifted' label carries many connotations that are not welcomed in the same way by all students and their families...The label may also set one apart from peers resulting in unintended negative consequences such as isolation and bullying."

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 for identified AIG students. Ultimately the success of this collaboration is dependent upon the school culture, administrative facilitation, and community culture.

Goals

The AIG Central Services Staff will continue to work closely with school and community organizations during this plan cycle to foster more consistent collaborative relationships, including scheduled parent/community meetings, staff trainings, collaboration with counselors, and student services staff, as well as collaborative planning and/or PLT meetings in providing strategies to address the social and emotional needs of AIG students.

Description

AIG teachers work in collaboration with counselors, and student services staff to develop and implement resources, procedures, processes and strategies that enhance the quality of social and emotional support for gifted students. AIG Central Services Staff will work with the Office of Equity Affairs, Counseling, Exceptional Children Services Staff, English Language Learners, and other specialists at the Central Services level to keep them informed about social and emotional strategies for AIG students. This will include a special focus for families that are more likely to be overlooked via traditional communication means.

In addition to the creation of presentation for students and parents, the AIG Program staff regularly plans 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 information will highlight unique needs of gifted learners and share strategies and resources for coping with the special needs. This presentation will be available for student services' use. The school counselor 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.

Planned Sources of Evidence

- AIG Teacher Quarterly Responsibilities/workbook
- Meeting Agendas and Minutes
- AIG Central Services collaboration meetings with Counseling, Student Services and other departments.
- WCPSS Parent and community meetings for education on the Social and Emotional Needs of Gifted Students
- Presentations on the Social and Emotional Needs of the Gifted Learner for AIG teachers and Parents
- Presentation from AIG Central Service Team to all school counselors concerning the Social and Emotional Needs of Gifted Learners
- AIG teachers and School Counselors will collaborate to create and present staff development to their faculty concerning the Social and Emotional Needs of Gifted Learners.

Other Comments

Ideas of Strengthening

Continually request, accept and utilize feedback from stakeholders while continuing to seek ways to the social and emotional needs of AIG students.

Standard 4: Comprehensive Programming within a Total School Community
The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

Practice G
Articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.

This practice is a Maintained Practice for 2016-2019.

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 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 insure 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 Framework (ETF) 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.

1. **Content-based Acceleration:** typically allows a student to remain with peers of the same age and grade for the majority of the school day, but receive higher grade-level instruction in an advanced grade. Content-based acceleration can also refer to allowing a student to work on higher grade-level instruction in his regular classroom in lieu of grade-level instruction. The types of content-based acceleration are as follows:

    a. **Curriculum Compacting (K-12):** A student is pre-assessed at the beginning of a unit of study or standard to determine proficiency. If proficient, the student should engage in advanced content and skill development in that area, or another area, while remaining in the current course of study. This accelerative practice focuses on enrichment within a specific content area for depth of knowledge.

b. **Dual Enrollment (6-12):** WCPSS middle or high school students have the opportunity to take approved courses for high school credit at regionally accredited institutions, including institutions of Higher Education (IHE), NCVPS, and non-WCPSS secondary schools. Courses taken must provide opportunities not currently available to the student at the middle school or high school, including courses of an advanced or expanded nature. The base school will award high school graduation credit and grades when the official grade report for the course taken is received at the base school. Quality points will be calculated as defined in the WCPSS high school program-planning guide. The student's official high school transcript will include grades and credit earned through dual enrollment. For students in grades 9-12, the grades earned through dual enrollment will factor into the Cumulative Grade Point Average (GPA) and class rank. Reference WCPSS BOE Policy 3101 (*formerly 5534*).

c. **Advanced Placement (AP) (9-12):** The AP program offers college-level coursework for students as early as middle school. AP exams allow students to earn university credit and/or advanced university standing based on the examination score. The state weighting system adds the equivalent of two quality points to the grade earned in the AP/IB course. See State Board Policy HSP-L-004 & GS 116-11(10a).

d. **NC Virtual Public School (NCVPS):** NCVPS provides students the opportunity to enroll in courses that they cannot take at their local school. NCVPS offers high school and middle school credit acceleration course options. Reference WCPSS BOE Policy 3101.

e. **Single Subject Acceleration (SSA)(K-5):** SSA is the practice of assigning a student to a higher-grade level than is typical given the student's age, for the purpose of providing access to appropriately challenging learning opportunities.

f. **Credit by Demonstrated Mastery (6-12):** A student shall demonstrate mastery through a multi-phase assessment consisting of (1) a standard examination or a final exam developed locally, and (2) an artifact which requires the student to apply knowledge and skills relevant to the content standards. Local Education Agencies (LEAs) may require additional requirements, such as performance tasks. Based upon this body of evidence, a student may be awarded credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time.

g. **International Baccalaureate – Middle Years Programme (MYP) 6-10:** The MYP is a whole-school 6th-10th grade curriculum at East Millbrook Magnet Middle School, East Garner Magnet Middle School, Millbrook Magnet High School, and Garner Magnet High School. In 11th-12th grades, students have the opportunity to participate in the Diploma Programme that fulfills North Carolina graduation requirements through an internationally-normed curriculum (See International Baccalaureate Diploma Programme).

h. **International Baccalaureate – Diploma Programme (DP) 11-12**: Advanced students may participate in the IB Diploma Programme if they have taken all of the prerequisite courses. At the end of high school the students are required to complete internationally-assessed examinations, a 4000-word extended essay and 300 Community/Action/Service (CAS) throughout the two-year programme. Some universities offer college course credits upon the successful completion of the Diploma Programme.

*Students interested in participating in the MYP and/or the DP would need to participate in Magnet Programs application process unless the interested student(s) currently reside within the school's base area.

2. **Grade-based Acceleration** includes strategies that typically shorten the number of years a student spends in the K-12 system. A student is placed on a full time basis in a higher-grade level than is typically given for the student's age for the purpose of providing access to appropriately challenging learning opportunities.

    a. **Early Kindergarten Entry (EKE):** A child who has reached his/her 4th birthday by April 16 and demonstrates an extraordinary level of academic ability and maturity, may participate in Kindergarten early. The child must meet specific requirements set forth by the LEA prior to conditional enrollment for entering kindergarten early. The process as outlined in WCPSS EKE documents must be followed to ensure the most appropriate placement decision is made. See GS 115-364(d) & WCPSS BOE Policy 6201:School Admissions.

    b. **Whole Grade Advancement (WGA):** WGA typically shortens the number of years a student spends in the K-12 system. In practice, a student is placed, on a full-time basis, in a higher-grade level than is typical for the student's age. The student is placed for the purpose of providing access to appropriately challenging learning opportunities. Grade-based acceleration is commonly known as "grade skipping," but it can include other means to shorten the number of years a student remains in the K-12 school system. The exception is early entrance to kindergarten, which does not shorten the number of years the student spends in the K-12 system but shortens the wait time to start school. WCPSS will provide whole-grade acceleration options to exceptional students that meet the standards set by the district.

    Students may be considered only if the following can be clearly demonstrated and confirmed, as defined by the Iowa Acceleration Scale 3rd Edition.

    A. Academic achievement in all areas of the curriculum
    B. Intellectual ability
    C. Social and emotional maturity
    D. Persistence and motivation
    E. Acceleration is determined to be in the best interest of the student

    Students that do not meet the standards for whole-grade acceleration may be eligible to participate in other forms of acceleration.

    c. **Early College High School:** Early College means students take college courses at local colleges as well as the courses required to earn a high school diploma over a five year period. Early Colleges blend high school and college in a rigorous, yet supportive program, compressing the time it takes to complete a high school diploma and the first two years of college.

    d. **Early High School Graduation:** Early High School Graduation is the practice of facilitating the completion of the high school program in fewer than four years for the purpose of providing earlier than typical access to postsecondary educational opportunities.

See also WCPSS Board Policy 3422A.

Planned Sources of Evidence

- 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

Other Comments

Ideas of Strengthening

- 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.

Standard 4: Comprehensive Programming within a Total School Community
The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

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

This practice is a Focused Practice for 2016-2019.

Rationale
The Wake County Public School System 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 under-represented children through nurturing in order to build vocabulary, develop thinking skills and problem solving abilities.

Goals
To increase the use of differentiated curriculum and instructional practices that nurture gifted intelligent behaviors in traditionally under-represented populations.

Description

Nurturing for a Bright Tomorrow
The 2016-17 school year will be the third year of WCPSS implementing a program to nurture gifted potential in under-represented students. *Nurturing for a Bright Tomorrow* is a Javits Grant funded model nurturing program for students in primary grades (K-2) designed to teach Thinking Skills, Habits of Mind, and Learning Styles/Task Rotations to all students. This program is designed to specifically foster gifted potential in under-represented populations. WCPSS will be conducting this research project in 16 treatment schools and 16 control schools. Success of under-represented students who demonstrate a gifted level will be measured by comparing treatment schools' third grade gifted identification to control schools in year 4 of implementation.

Planned Sources of Evidence

- Headcounts of AIG identified students by subgroups
- AIG Identification Gateways
- Naglieri Nonverbal Ability Test®-Third Edition results
- Dispositions survey results

Proposed Services for Traditionally under-represented AIG Populations
Contingent upon availability of funds, WCPSS AIG Program will implement the *Young Scholars Model* and *Thinking at Every Desk: Four Simple Skills to Transform Your Children* over the next three years.

The Young Scholars Model promotes the notion of nurturing continuous academic growth in schools considered to be high impact schools. High impact schools are defined as schools with the number of identified gifted students below the national average of 6%.

- The first goal of this model is to identify giftedness in children from diverse cultural, ethnic, and linguistic backgrounds as early as possible. The Young Scholars are identified by their classroom teachers in collaboration with the AIG Teacher assigned to each school. Through systematic observations of all students, anecdotal records, and a careful review of portfolios of student work, classroom teachers in kindergarten through grade two identify and nurture students who have gifted potential, (i.e., an ability to think, reason, and problem solve at a level that is advanced in comparison to their peers). Historically, these students have lacked access to gifted services, advocates for their high potential, and affirmation of their advanced abilities.
- The second goal of the Young Scholars Model is to nurture, guide, and support the development of the Young Scholars' exceptional potential. Once identified, Young Scholars receive challenging curriculum and instruction in a supportive and stimulating educational setting that is responsive to cultural, ethnic, and linguistic differences. The teachers in the Young Scholars schools collaborate, plan, and design learning experiences that connect to the students' diverse cultural, ethnic, and linguistic backgrounds. Basic skills are strengthened through lessons that require students to think and apply knowledge on a higher, more complex level.

Thinking at Every Desk: Four Simple Skills to Transform Your Children training provides tools for classroom teachers to understand student thinking patterns and how learning actually happens. It empowers teachers to structure learning in the most meaningful way, helping students explore new paths to knowledge. Staff development opportunities will be open to AIG teachers and classroom teachers.

Expansion of *Nurturing for a Bright Tomorrow*, depending on funding and results of data analysis.

Current Services for Traditionally under-represented AIG Populations

- **Third Grade Explorers Model** provides opportunities for all third grade students during the first semester. A small group of these third grade students exhibiting gifted behaviors is pulled out to nurture those behaviors. This group will consist of students across all ethnic, geographic, and socioeconomic groups. This small group will change throughout the semester based on content and areas of strength for each student. Results will be utilized as part of the third grade assessment and identification. Services for identified students will begin during second semester.
- **Nurturing for a Bright Tomorrow (K-2)** provides staff development, materials, and support for the entire K-2 population at 16 treatment schools. This is a research-based, Javits grant, nurturing project to grow gifted potential by focusing on Thinking Skills, Habits of Mind, and Learning Styles/Task Rotations. Upon successful completion of the study, the plans are to expand to other schools, dependent on supportive data and funding.
- **Primary Education Thinking Skills P.E.T.S.™ (Primary Education Thinking Skills)** is a systematized enrichment and diagnostic thinking skills program. Lessons are presented in convergent analysis, divergent synthesis, visual/spatial thinking, and evaluation, suitable for grades K-3. The program aligns to the higher levels of Bloom's Taxonomy.
- **Jacob's Ladder Higher Level Thinking and Comprehension Skills Program Level 1-3** (Grades 2-6) is a learning journey for students which begins with targeted readings from fables, myths and nonfiction sources and moves through an inquiry process from basic understanding to

critical analyses of the texts read. There are five levels available that are targeted to students in grades 2 to 9, but can be used at different grade levels depending on student ability. The units are designed to enhance reading comprehension. Tasks have been organized by skill ladders with questions and activities within each. Ladder rungs are organized to increase complexity in intellectual demand.

Planned Sources of Evidence

- Curriculum units for Third Grade Explorers
- Updated Curriculum Enrichment Units by quarter in ELA and Math in grades 3-8
- P.E.T.S. data
- *Jacob's Ladder*
- *Thinking at Every Desk*

Other Comments

Ideas of Strengthening

Continue to refine use of initiatives for nurturing as established. Also continue to educate staff about research and implement additional/complementary initiatives for nurturing under-represented populations.

Standard 4: Comprehensive Programming within a Total School Community

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

Practice I

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

This practice is a Focused Practice for 2016-2019.

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 AIG Program 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
- Science Olympiad
- Math Counts
- Geography Bee
- NC State Science House
- Academic Summer Programs at area colleges and universities, i.e., Campbell, NC Central, NC State, UNC, Meredith, and Shaw
- Wake PAGE
- Battle of the Books
- Odyssey of the Mind
- NC State SMILE Camps

- Wake County division of SCRIPPS Spelling Bee
- GEMS
- Other information can be found at: http://www.nagc.org/resourcedirectory.aspx

Planned Sources of Evidence
- AIG website Listings
- Programs and events updates to schools and disseminated at the school level
- Program flyers and advertisements for additional opportunities
- Documented contact with agencies and entities regarding existing opportunities and/or suggestions for new opportunities for partnerships

Other Comments

Ideas of Strengthening
Forging partnerships with local agencies as well as promoting partnerships within the school district for student opportunities.

Standard 4: Comprehensive Programming within a Total School Community
The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

Practice J
Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.

This practice is a Focused Practice for 2016-2019.

Rationale
Gifted students benefit from intentional grouping to provide advanced curricular opportunities with other talented students. It is both the intentional grouping and what occurs in the groups that allows for innovative and challenging experiences necessary for the effective growth of AIG students. It is imperative that gifted learners thrive and meet their potential. In order to become effective, capable and successful contributors in a global society, they require time with others who have similar learning needs in order to establish relationships that lead to cognitive, creative, collaborative and critical opportunities. Researchers report that cluster grouping facilitates positive growth for the AIG student in academic, intellectual, social, and emotional areas. It should be noted that cluster grouping is not synonymous with tracking. Researchers have stated that ability cluster grouping also benefits the other students in clustered classrooms.

Goals
- Schools will use cluster grouping strategies to provide gifted students access to appropriate levels of challenge and complexity.
- Teachers will provide more challenging coursework, giving these students access to advanced content and providing them with a peer group for intellectual, emotional, and social gains.
- Cluster groups will consist of at least four AIG students per classroom.

Description
AIG students will:
- Be clustered in groups of no less than four students per classroom
- Receive more direct contact with ability level peers

- Explore content more complexly through communication, collaboration, creativity, and critical thinking experiences

Planned Sources of Evidence
- Classroom rosters
- Student performance
- Student focus groups

Other Comments

Ideas of Strengthening
- Monitor clustering
- Gather and analyze data on effects of clustering
- Provide AIG teachers and administrators information on best practices for cluster grouping, including professional development modules

Standard 5: Partnerships

Standard 5: Partnerships
The LEA ensures on-going and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

Practice A
Develops partnerships with parents/families and the community that are intentional and meaningful to support the following needs of AIG students:
- Academic and intellectual
- Social and emotional

This practice is a Focused Practice for 2016-2019.

Rationale
The AIG Program values communication between the school district and families that provides clear and concise Information about the AIG program and services, the academic, intellectual, social, and emotional needs of AIG students at their individual, developmental levels, and the opportunities and partnerships available with the community.

Goals
Create effective two-way communication between the AIG Program Staff and families about the needs of AIG students at different stages of their educational career. Effectively share news and accomplishments of the AIG program with the community through a variety of methods. Ensure that relationships are fostered for more open communication.

Description
The AIG Program provides two-way communication between the district, schools, and families regarding AIG students' needs at different stages of their educational career, explains how the district works to meet those needs, and shares news and accomplishments of the AIG program with the community.

The AIG Program will provide clear, concise information (translated as needed), in several ways:

At the school level
- Parent Informational Meetings

- 3rd Grade Explorers Meetings
- AIG Teacher Web page
- School Web page
- Individual parent conferences and documents

At the district level

- AIG Program web page
- AIG Parent Guide
- AIG Parent Brochure
- Partnership with community for dissemination of information i.e. Wake PAGE, Office of Community Engagement, Office of Equity Affairs

Planned Sources of Evidence

- Meeting agendas
- School Based Committee Meeting Minutes
- AIG websites (district, school, and teacher)
- AIG Program Guide
- AIG Parent Brochure

Other Comments

Ideas of Strengthening

- Increase types of media used for communication i.e. Twitter. Increase frequency of dispersing information related to the AIG program.
- Continue to collaborate with community partners and the Office of Translation and Interpretation Services to offer more family meetings to educate parents on current issues/concerns regarding the intellectual/emotional needs of gifted learners.

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 B

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

This practice is a Focused Practice for 2016-2019.

Rationale

The AIG Program staff provides frequent, ongoing communication about Wake County's AIG Program to stakeholders, including all students' parents/families. Opportunities to learn about the AIG Program are available at the school and district level, but efforts will be made to ensure that all stakeholders are more clearly and consistently informed.

Goals

The WCPSS AIG website will be updated to reflect the 2016-2019 AIG Plan. Updated information will be shared with stakeholders through the updated *AIG Parent Guide* and updated *AIG Program Brochure*. We will also revise Web-based technology to increase parent and community access to AIG information.

Description

The AIG Central Services' staff maintains and updates the AIG website in collaboration with the Communications Department. The AIG website is linked on the Wake County Public School System website and should be linked on each school's website and/or AIG teacher web page.

AIG Teachers at each school provide parent information sessions covering the following topics:

Elementary

- K-3 services for early identified students
- K-2 overview of the AIG nurturing program
- Third grade Explorers model
- Third grade identification and testing information
- Third, fourth, and fifth grade AIG services

Middle School

- Sixth grade middle school AIG services
- Seventh and eighth grade AIG services
- Accelerative opportunities

The AIG Central Services Team will share information with community groups upon request. The AIG Director will also present an update of the status of the AIG Program to the Academic Leadership Team and other district groups upon request.

Planned Sources of Evidence

- AIG Program Web page
- AIG Program Brochure
- AIG Parent Guide
- Agendas and attendance records from information sessions
- Middle and high school course guides

Other Comments

Ideas of Strengthening

- Create a variety of multimedia presentations, to include but not be limited to podcasts, video segments, and slideshow presentations to be posted on the WCPSS Internet.
- Remain proactive in forging relationships for collaboration for input and continuous improvement with regard to the AIG program from a variety of stakeholders who represent the diversity within the school district and community i.e. Office of Equity Affairs, ESL, Special Education, Magnet Programs, etc.

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 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.

This practice is a Focused Practice for 2016-2019.

Rationale
Stakeholder involvement is critical in the development of the AIG Program Plan and the success of the AIG Program implementation. Feedback from all perspectives is valuable in the evaluation of the AIG program.

Goals
The Advisory Committee will meet to provide feedback on practices within the gifted program. The AIG Advisory Committee will establish clear and productive lines of communication.

Description
AIG Advisory Committee members are representative of the diverse demographics of the local community. This committee participates in the revision and monitoring of policies and plans related to gifted programming.

AIG Advisory Committee
The Director of the Academically or Intellectually Gifted Program establishes the AIG Advisory Committee. The Director and AIG staff, with input from AIG teachers and principals, select participants for the at-large committee. The participants are representative of the local education agency (LEA) and community demographics. The Advisory Board reviews the AIG Program goals and objectives, provides input on the program's effectiveness and gives suggestions for continued improvement.

Planned Sources of Evidence
- Meeting agendas
- Membership of the AIG Advisory Committee

Other Comments

Ideas of Strengthening
- Continue to solicit feedback from the community for continual improvement.
- Partner with the Office of Equity Affairs, Magnet Programs, the ESL Department, the Special Education Department, the Office of Community Engagement, and the Data and Accountability Departments to ensure equitable representation and increased avenues for input are incorporated into the continuous improvement process.
- Establish elementary, middle school, and high school AIG student and parent focus groups to provide regular feedback and assist in personalizing education for AIG students.
- Establish AIG Efficiency Task force consisting of AIG teachers to focus on reducing and streamlining AIG paperwork and processes.

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

This practice is a Focused Practice 2016-2019.

Rationale
There are many enrichment opportunities in our community available to AIG students and their parents. These opportunities should be publicized to inform parents and students of what is available. Some information is available in English and Spanish, but there is a need for translation into other languages as represented by the diversity of the AIG student population. AIG Central Services collaborates with the Office of Translation and Interpretation Services to translate this information into parents' native languages.

Goals
Collaborate with the WCPSS Communications Department to implement technology to share pertinent information to stakeholders, as well as targeting families that do not have access to technology. Collaborate with the Office of Translation and Interpretation Services to determine the principal non-English languages spoken by parents of WCPSS students to determine the areas of greatest need. Provide interpreters/translators at AIG parent meetings and other AIG functions as needed in collaboration with the Office of Translation and Interpretation Service.

Description
The AIG Program publishes information and encourages parents/families to take advantage of area programs/activities that provide challenging enrichment and exploration opportunities for AIG students.

The WCPSS translates documents and/or provides translators, as needed, to support parent communication. AIG Parent Brochures may be distributed to parents of limited English proficient (LEP) students via WCPSS' Center for International Enrollment located at the WCPSS Administration Building. Schools will request and/or access all AIG program documents in native languages of families as needed.

WCPSS contracts with a team of interpreters through the Office of Translation and Interpretation Services who may help explain AIG Services to support parents in communicating specifics of the AIG program in their native language. For schools with large, non-English speaking families, a large group meeting may be beneficial to ensure that families are aware of program specifics and may advocate for their child/children as needed.

Planned Sources of Evidence
- AIG Websites
- Brochures/flyers
- Notes from translators at parent meetings
- Twitter feeds

Other Comments

Ideas of Strengthening
- Coordinate partnerships with the Office of Translation and Interpretation Services with language support; AIG teachers will participate to provide special lessons/project support and general program information.
- Continue AIG Diversity Task Force focused on research-based, equitable identification assessments and practices.

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 E
Forms partnerships with institutions of higher education, local business and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

This practice is a Focused Practice 2016-2019.

Rationale
Community agencies and business partnerships can offer critical support for gifted education and opportunities for gifted learners. Collaboration with colleges and universities will provide opportunities for authentic learning experiences and increase availability of accelerated learning pathways for gifted students.

Goals
- Create and maintain opportunities for gifted students to experience academic programs through college/university partnerships.
- Build relationships with local colleges/universities, businesses, and industries that create real-world learning experiences for gifted students.

Description
Disseminate list and descriptions of existing partnerships/activities:
- PAGE Super Saturdays at Meredith College
- SMILE with NC State
- Duke TIP

The AIG Program Staff provides community outreach efforts in the following ways:
- Meets with community members representing under-served/under-represented/at-risk populations for a variety of events and community meetings.
- Works to build partnerships with local colleges, universities, and businesses to provide professional mentors and resources for AIG students as needed.

Planned Sources of Evidence
- Flyers for events and opportunities for gifted students
- Minutes/Agendas from meetings arranged in collaboration with various district and community partners (NC PAGE, Office of Community Engagement, Office of Equity Affairs, Magnet Programs, etc.)

Other Comments

Ideas of Strengthening
- Partner with standing organizations such as NCCAT, NC RESA, and other individual LEAs to create opportunities for professional development in gifted education and the needs of gifted learners for teachers, administrators, and the community.
- Partner with the Office of Equity Affairs, Office of Community Engagement, and Office of Translation and Interpretation Services, as well as colleges/universities, businesses, and other community organizations to create mentorship opportunities for AIG students in their areas of passion.

Standard 6: Program Accountability

Standard 6: Program Accountability
The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the academic, intellectual, social, and emotional needs of gifted learners.

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

This practice is a Maintained Practice for 2016-2019.

Rationale
Stakeholders have opportunities to review and provide input for the AIG plan and any local BOE policies associated with the AIG program. Feedback is used for revisions intended to improve the program.

Goals
Strengthen relationships with a variety of stakeholders who will work with district employees to continually improve all aspects of the AIG program. Strengthen the AIG Advisory Committee by including more participants, opportunities for improvements in communication with this core group and the community.

Description
An AIG Plan Revision Team reviewed and made initial revision suggestions. The AIG Advisory Committee met and suggested revisions for policies related to the AIG program as well as the plan itself. An external audit of the AIG program was conducted in 2013 to evaluate current programming and effectiveness. Audit findings resulted in recommendations for improvement. All suggestions were taken into consideration as multiple drafts were created.

Key stakeholder groups provided input for the Academically Intellectually Gifted Plan 2016-2019 by evaluating the current plan and providing suggestions for revision. The evaluations were documented through meeting notes and/or using the AIG Program Self-Evaluation Tool. Stakeholder groups include–the following: AIG Central Services Staff, parents, AIG teachers (K-8), principals, classroom teachers, senior district leadership, and community stakeholders.

The AIG Program Plan draft will ultimately be submitted to the Wake County Public School System Board of Education for review and approval. Once approved, the plan will be submitted to the SBE/DPI for review and comment.

Planned Sources of Evidence
- AIG Program Audit
- AIG Plan
- AIG Program Self-Evaluation Tool
- Meeting agendas

Other Comments

Ideas of Strengthening
Use members to promote awareness of the AIG program by discussing in communities, soliciting feedback, and reporting it to teams for continual improvement. Meetings with stakeholders will continue on a regular basis.

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

This practice is a Focused Practice for 2016-2019.

Rationale
The Wake County Public School System is the largest school district in North Carolina and 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
- 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.
- Provide fidelity checks on the progress of AIG Program implementation as outlined within the WCPSS BOE approved AIG plan as requested.
- 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 2016-2019 three-year cycle and will lay the groundwork for more substantial program revision and implementation during the 2016-2019 plan period.

Planned Sources of Evidence
- 2016-2019 WCPSS AIG Plan
- Article 9B
- NC AIG Program Standards
- WCPSS BOE agenda/minutes
- AIG School Workbook
- Administrator's Toolkit
- AIG Teacher's Toolkit

Other Comments

Ideas of Strengthening

- In collaboration with Administrators and Central Office Personnel, develop and continually refine the Administrator's Toolkit
- In collaboration with AIG Teachers, develop and continually refine the AIG Teacher's Toolkit

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

This practice is a Focused Practice for 2016-2019.

Rationale
Funding for AIG from the state is calculated at 4% of average daily membership (ADM), whereas WCPSS identifies approximately 17% of the total student population. Funds are limited and directed towards services for the 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.

Planned Sources of Evidence

- AIG Business and Spending Plans
- Running Daily Budget Workbook
- Business Cases
- Research regarding performance-based budget

Other Comments

Ideas of Strengthening
Continually evaluate effectiveness of budget process and appropriate use of funds.

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 D
Maintains, analyzes, and shares student achievement, student growth and annual dropout data for AIG students.

This practice is a Focused Practice for 2016-2019.

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 administrators, teachers and specialists across the district. 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 under-represented populations.

Planned Sources of Evidence
- Student Achievement Data
- AIG Identified Student Dropout data

Other Comments

Ideas of Strengthening
- Use EOG/EOC data, reported by NCDPI beginning in 2015-2016, regarding AIG as a sub-group to help guide programming.
- Use EOG/EOC data, but filter by area of identification (AIG L/A students assessed for progress in L/A, AIG Math students assessed for progress in Math)

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 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.

This practice is a Focused Practice for 2016-2019.

Rationale

The disaggregated district demographic data compared with our AIG Childcount generated each April are key sources for monitoring the representation and retention of under-represented populations. AIG Program Staff will more carefully extract and monitor our twice-exceptional student count. All this raw data is available, but the work is yet to be done. We remain committed to closely monitoring change in our subgroups and the effectiveness of our programming response during the new plan cycle. 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 under-represented 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. Careful analysis of data will guide decision making related to identification criteria. WCPSS AIG Program utilizes multiple Gateways for accessing gifted services. In addition to the multiple Gateway identification, the AIG Program is also in their third year of implementing a program to nurture gifted potential in under-represented students. *Nurturing for a Bright Tomorrow* is a model nurturing program for students in primary grades (K-2) designed to teach Thinking Skills, Habits of Mind, and Learning Styles/Task Rotations to all students. This program is designed to specifically foster gifted potential in under-represented populations. WCPSS is currently in year 2 of implementing this 4 year program and conducting a Javits Grant funded research project in 16 Treatment schools and 16 Control schools. Success of under-represented students who think on a gifted level will be measured by comparing third grade gifted identification in year 4 of implementation.

Planned Sources of Evidence

- Headcounts of AIG identified students by subgroups
- AIG Identification Gateways (demographic breakdown)
- Naglieri Nonverbal Ability Test® Third Edition
- Data from *Nurturing for a Bright Tomorrow* implementation

Other Comments

Ideas of Strengthening

- Continue to evaluate the use of the GRS in identifying students from under-represented populations.
- A district-wide evaluation of current nurturing initiatives will dictate future practices in nurturing K-8 students.
- Continual improvements will be led by an analysis of data boring down from the district level to specific class and student performance.
- Use EOG/EOC data, but filter by area of identification (AIG L/A students assessed for progress in L/A, AIG Math students assessed for progress in Math) and disaggregated by race, ethnicity, gender, etc.

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 F

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

This practice is a Focused Practice for 2016-2019.

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.

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/assistance and to make appropriate personnel decisions.

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.

Planned Sources of Evidence

- List of AIG certified teachers
- Job descriptions for AIG Staff

Other Comments

Ideas of Strengthening

- Encourage classroom teachers to seek AIG licensure.
- Dependent on funding, develop in-house AIG licensure

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

This practice is a Maintained Practice for 2016-2019.

Rationale
AIG Advisory Committee 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 Advisory Committee membership to most accurately reflect the diversity of the WCPSS community.

Description
The AIG Department has an established AIG Advisory Committee. This team includes parents of AIG identified students, principals, Central Service Administrators, AIG and classroom teachers, community members, and AIG Central Services Program Staff who meet regularly to review all aspects of the AIG Program and make recommendations for improvement.

In addition, student and parent focus groups will be conducted at the elementary and middle school levels. This group will provide a continuous feedback loop regarding the effectiveness of the program and to provide suggestions for improvement.

The AIG Department will collaborate with the North Carolina Association for Gifted and Talented (NCAGT) and the North Carolina Advocates for Gifted Education (NC PAGE) to establish a parent organization for parents of AIG students.

Planned Sources of Evidence
- Meeting agendas
- Survey/Evaluation tools
- Advisory member list

Other Comments

Ideas of Strengthening
- Seek input from a variety of sources for continual improvement, including student and parent focus groups in order to most effectively personalize education and improve the AIG Program.
- Partner with the Office of Equity Affairs and the Office of Community Engagement to help facilitate involvement of typically under-represented populations in the refinement of the AIG program.

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

This practice is a Maintained Practice for 2016-2019.

Rationale
Stakeholder perception and feedback as to 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.

Planned Sources of Evidence

- Focus group data
- Use of AIG School Plans and teacher workbooks
- Parent and community session agendas
- Survey/Evaluation Tools

Other Comments

Ideas of Strengthening

Research and implement a variety of ways to elicit feedback and incorporate into programming.

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 I

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

This practice is a Maintained Practice for 2016-2019.

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 revise the AIG Plan yearly based on data.

Description

Opportunities for growth and continued improvement are identified during data collection from stakeholders and are addressed in the AIG Plan. These areas are:

- Improve communication at all levels, with special attention on improving communication from AIG teachers to parents regarding academic progress and needs of identified AIG students.
- Increase participation of stakeholders in program evaluation and improvement.

Planned Sources of Evidence

- Focus group and survey results
- AIG student growth data
- Examples of communication/documents

Other Comments

Ideas of Strengthening

Revise and clarify information contained within the *AIG Parent Guide* and *AIG Program Brochure.*

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 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.

This practice is a Focused Practice for 2016-2019.

Rationale
Stakeholders have a right to access results of AIG Program evaluation efforts. As the current plan is implemented, feedback will be gathered from all stakeholders through surveys and via various focus groups and the AIG Advisory Committee. As staffing and budget allow, information will be compiled, shared, and evaluated by the various stakeholder groups for research in continual improvement efforts.

The AIG Plan articulates and publishes identification procedures. 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 Department, as staffing and budget allow, will share and publish program evaluation data in a variety of formats and outlets to all stakeholders. Formats may include, but not be limited to, website publishing, report documentation, and/or public presentations. Inform parents and other stakeholders of their legal rights regarding AIG decisions. Informs stakeholders of all aspects of AIG programming.

WCPSS Board Policy 3422A, N.C. General Statutes, Article 9B defines gifted students as follows: Academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

WCPSS Board Policy 3423 also provides the following details:

3423
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.

The AIG program identifies and serves students who qualify for Early Admission to Kindergarten as determined by the State Board of Education.

The AIG program participates in the Governor's School Selection Process as determined by the State Board of Education.

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, HSP-D-009.

Planned Sources of Evidence

Sharing and publishing documentation will be presented in a variety of formats which may include:

- Presentations
- Brochures and Pamphlets
- Website Links
- Meeting Presentations
- Surveys
- Focus Group results
- AIG Advisory Council minutes
- Board Policies 5532 and 3423
- NC DPI AIG Program Standards
- Article 9b
- AIG Identification Procedures
- Parent Guide
- Consent for Evaluation Form

Other Comments

Ideas of Strengthening

- As funding and staffing allow, improvements and publications will be upgraded.
- Communication will expand the use of Twitter and other technologies.

The WCPSS AIG Program plan is governed by the requirements of N.C. General Statutes Article 9B. Also guiding AIG programming is NC AIG Program Standards. The WCPSS AIG Program plan addresses identification and service delivery as required by law

Appendices

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Appendix A: Acronyms and Glossary

General Acronyms

AIG	AIG Central Services Team
AIG	Academically or Intellectually Gifted
AP	Advanced Placement
C-MAPP	Curriculum Management Application
DCP	Differentiated Course Plan
DEP	Differentiated Education Plan
DPI	North Carolina Department of Public Instruction
EC	Exceptional Children
EKE	Early Kindergarten Entry
ELL	English Language Learners
EOC	End of Course
EOG	End of Grade
ESL	English as a Second Language
FAQs	Frequently Asked Questions
GRS	Gifted Rating Scale
IB	International Baccalaureate
IDEP	Individual Differentiated Education Plan
IEP	Individual Education Plan
ISP	Individual Student Profiles
KITS	Kids into Thinking KITS
LEA	Local Education Agency
LEP	Limited English Proficiency
NCAGT	North Carolina Association for Gifted and Talented
NAGC	National Association for Gifted Children
NCEES	North Carolina Educator Evaluation System
NCSCOS	North Carolina Standard Course of Study
NC-PAGE	North Carolina Advocates for Gifted Education
NCVPS	North Carolina Virtual Public Schools
OTI	Office of Translation and Interpretation Services
P.E.T.S.	Primary Education Thinking Skills
PD	Professional Development
PEP	Personalized Educational Plan
PLT	Professional Learning Teams
SAGE	Services for Academically Intellectually Gifted Education
SBCGE	School Based Committee for Gifted Education
SBOE	State Board of Education
SSA	Single Subject Acceleration
WCPSS	Wake County Public School System
WGA	Whole Grade Advancement

Abbreviations for Norm Referenced Assessments Administered by AIG Teachers

CogAT	Cognitive Abilities Test
Iowa	Iowa Assessments Test
NNAT-3	Naglieri Nonverbal Abilities Test (NNAT-3)
RIST-2	Reynolds Intellectual Screening Test (RIST-2)

WJIV	Woodcock Johnson IV, Tests of Achievement

Abbreviations for Norm Referenced Assessments Administered by AIG Psychologist

DAS-II	Differential Ability Scales, Second Edition
KTEA-III	Kaufman Tests of Educational Achievement, Third Edition
RIAS-2	Reynolds Intellectual Assessment Scales, Second Edition
SB:V	Stanford-Binet Intelligence Scale, Fifth Edition
UNIT 2	Universal Nonverbal Intelligence Test, Second Edition
WIAT-III	Wechsler Individual Achievement Test - Third Edition
WISC-V	Wechsler Intelligence Scale for Children, Fifth Edition
WJIV	Woodcock Johnson Test of Achievement, Tests of Achievement
WNV	Wechsler Nonverbal Scale of Ability

Related Assessment Abbreviations

AE	Age Equivalent
C	Composite score
FSIQ	Full Scale Intelligence Quotient
GE	Grade Equivalent
NPR	National Percentile Rank
NV	Non-verbal
QN	Quantitative-Nonverbal Partial Composite
S	Stanine
SAS	Standard Age Score

Glossary

Achievement	Subject area tests' percentiles for a nationally normed standardized test. Individual achievement assessments are administered when aptitude scores used for placement consideration suggest a need for placement, but group achievement (subject area) scores do not.
Advanced Placement (AP) (9-12)	The AP program offers college-level coursework for students as early as middle school. AP exams allow students to earn university credit and/or advanced university standing based on the examination score. The state weighting system adds the equivalent of two quality points to the grade earned in the AP/IB course.
Aptitude	Aptitude is the inclination to excel in a cognitive area. Aptitude refers to the percentile from a nationally normed standardized test. Individual aptitude assessments are administered when achievement scores suggest a need for placement, but group aptitude scores do not. Specific individual aptitude measures can be chosen (verbal/nonverbal) based upon the strengths of the referred student.
Cluster Grouping	Assigned grouping for gifted students in the regular heterogeneous classroom. Typically, five or six gifted students with similar needs, abilities, or interests are "clustered" in the same regular class for the majority of gifted education services. Grouping allows the teacher to more efficiently differentiate assignments for a group of advanced learners rather than singularly or in a pair. Students are placed in cluster groups based on their identification in language arts and/or mathematics.
Collaborative Consultation	Includes what is commonly referred to as push-in, as well as collaboration with the classroom teacher to personalize education for AIG students; provides benefits to meet the needs of a diverse student population. Consultation offer opportunities for diversifying classroom instruction and methodology.
Curriculum Compacting	After showing a level of proficiency in the basic curriculum through a pre-assessment, a student can be allowed to exchange instructional time for advanced content and skill development in that area. This accelerative practice focuses on enrichment within a specific content area for depth of knowledge.
Differentiation	Tailoring instruction to meet individual needs by modifying curriculum and instruction according to content, pacing, and/or product.
Dual Enrollment	WCPSS middle or high school students have the opportunity to take approved courses for high school credit at regionally accredited institutions, including institutions of Higher Education (IHE), NCVPS, and non-WCPSS secondary schools. Courses taken must provide opportunities not currently available to the student at the middle school or high school, including courses of an advanced or expanded nature. The base school will award high school graduation credit and grades when the official grade report for the course taken is received at the base school. Quality points will be calculated as defined in the WCPSS high school program-planning guide. The student's official high school transcript will include grades and credit earned through dual enrollment. For students in grades 9-12, the grades earned through dual enrollment will factor into the Cumulative Grade Point Average (GPA) and class rank.

Early College High School	Early College means students take college courses at local colleges as well as the courses required to earn a high school diploma over a five year period. Early Colleges blend high school and college in a rigorous, yet supportive program, compressing the time it takes to complete a high school diploma and the first two years of college.
Early High School Graduation	Early High School Graduation is the practice of facilitating the completion of the high school program in fewer than four years for the purpose of providing earlier than typical access to postsecondary educational opportunities.
Early Kindergarten Entry (EKE)	A child who has reached his /her 4th birthday by April 16, may participate in kindergarten early, if he or she demonstrates an extraordinary level of academic ability and maturity. The child must meet specific requirements set forth by the LEA prior to conditional enrollment for entering kindergarten early. The process as outlined in WCPSS EKE documents must be followed to ensure the most appropriate placement decision is made.
Enrichment	Extension of the curriculum
Explorers Model	During first quarter, 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. During second quarter, students who demonstrate potential in these in-class experiences receive advanced and enriched learning opportunities. Student groups remain flexible and fluid throughout the school year to allow students with varying strengths and gifts to benefit from higher level instruction from a gifted specialist. This also provides the opportunity for the AIG teacher to develop work samples demonstrating higher-order and problem solving skills. This can be used as part of the student's portfolio to support the need for AIG identification.
Flexible Grouping	Grouping 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 may include flexible in-class or across-class groupings for differentiated activities or units. Students may be pre-assessed to form groups based upon common and specific needs in specific curricular areas.
Gateways	Multiple pathways/opportunities for identification into the AIG Program
Grade-based Acceleration	Strategies that typically shorten the number of years a student spends in the K-12 system. A student is placed on a full time basis in a higher-grade level than is typically given for the student's age for the purpose of providing access to appropriately challenging learning opportunities.
International Baccalaureate – Diploma Programme (DP) 11-12	Advanced students may participate in the IB Diploma Programme if they have taken all of the prerequisite courses. At the end of high school the students are required to complete internationally-assessed examinations, a 4000-word extended essay and 300 Community/Action/Service (CAS) throughout the two-year programme. Some universities offer college course credits upon the successful completion of the Diploma Programme. Students interested in participating in the MYP and/or the DP would need to participate in Magnet Programs application process unless the interested student(s) currently reside within the base area of the school.

International Baccalaureate – Middle Years Programme (MYP) 6-10	The MYP is a whole-school 6th-10th grade curriculum at East Millbrook Magnet Middle School, East Garner Magnet Middle School, Millbrook Magnet High School, and Garner Magnet High School. After the tenth grade, students have the opportunity to participate in the Diploma Programme, which is an 11th-12th grade program that fulfills the North Carolina graduation requirements through an internationally-normed curriculum. (See International Baccalaureate Diploma Programme).
mCLASS	A diagnostic reading benchmark used to inform reading instruction in young readers.
NC Virtual Public SI	NCVPS provides students the opportunity to enroll in courses that they cannot take at their local school. NCVPS offers high school and middle school credit acceleration course options.
Observation	The classroom teacher must fill out the observation checklist which targets gifted behaviors for a nominated candidate. Parents also must fill out an observation checklist.
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.
Portfolio	As a supplement to traditional measures of giftedness, portfolios present a collection of student work across a period of time that can help to determine progress and achievement. Frequently the elements found in portfolios may be hard to capture in a standardized test.
Single Subject Acceleration (SSA)(K-5)	SSA is the practice of assigning a student to a higher-grade level than is typical given the student's age, for the purpose of providing access to appropriately challenging learning opportunities.
Thinking at Every Desk: Four Simple Skills to Transform Your Children	This training provides tools to understand thinking patterns and how learning actually happens. It empowers teachers to structure learning in the most meaningful way, helping students explore new paths to knowledge.
Twice Exceptional	Twice exceptional students are academically and/or intellectually gifted students who also meet criteria for exceptional children services such as autism, learning disabled, visually impaired and other health impaired (attention-deficit/hyperactivity disorder, etc.).
Whole Grade Advancement (WGA)	WGA typically shortens the number of years a student spends in the K-12 system. In practice, a student is placed, on a full-time basis, in a higher-grade level than is typical for the student's age. The student is placed for the purpose of providing access to appropriately challenging learning opportunities. Grade-based acceleration is commonly known as "grade skipping," but it can include other means to shorten the number of years a student remains in the K-12 school system. The exception is early entrance to kindergarten, which does not shorten the number of years the student spends in the K-12 system but shortens the wait time to start school. WCPSS will provide whole-grade acceleration options to exceptional students that meet the standards set by the district. Students may be considered only if the following can be clearly demonstrated and confirmed, as defined by the Iowa Acceleration Scale 3rd Edition.

	A. Academic achievement in all areas of the curriculum B. Intellectual ability C. Social and emotional maturity D. Persistence and motivation E. Acceleration is determined to be in the best interest of the student Students that do not meet the standards for whole-grade acceleration may be eligible to participate in other forms of acceleration.
Young Scholars	Through systematic observations of all students, anecdotal records, and a careful review of portfolios of student work, classroom teachers in kindergarten through grade two, identify and nurture students who have gifted potential (i.e., an ability to think, reason, and problem solve at a level that is advanced in comparison to their peers).

Appendix B: AIG Gateways Graphic and AIG Gateways Specifics