

Overview: Mission/Vision Statement and Funding

Wilkes County Schools (970) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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Wilkes County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor 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 aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

For 2022-2025, the Wilkes County Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Wilkes County Schools will provide a differentiated program designed specifically to meet the needs of gifted learners in order to champion each student's academic abilities, support their unique social and emotional needs, and encourage a life-long love of learning.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 496,580.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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Standard 1: Student Identification

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

*** Practice A**

Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities for every student to show their strengths and talents.

Referral Process (K-5)

- Referral forms are available to all teachers, administrators, counselors, and instructional specialists through a shared Google folder
- An AIG referral team will be assigned at each elementary, middle and high school to examine referral data and to determine if those students should advance to the screening phase
- Referrals are taken throughout the school year and screening (other than mass screening) will occur during the summer
- Teachers meet three times per year to analyze their MTSS Data Decision Charts in reading and math. These charts focus on data from Moby Max, Star, and MClass. Any students who fall into the advanced top tier will be placed on the referral list

- Teachers will meet with their instructional specialists three times per year to analyze assessment data to determine the students who are in the advanced tier of their MTSS support chart. Those students will be placed on the school's referral form
- Teachers also have the option of submitting names of other students for referral to the school AIG team and they will analyze the data and make a decision on referring that student for screening
- Parent referrals are also accepted and these students will be submitted to the school's AIG team to determine if they will be referred for screening

Screening Process (K-5)

- Students in grades K-1, who are referred for screening by the school's AIG team, will be screened using the KTEA and if the score is at 90% or higher, they will proceed to the WISC-V which will be administered by a school psychologist
- All students will participate in mass screening using the Cogat in the spring of their 3rd and 5th grade years
- During the screening process, the district AIG committee will carefully review data from the following to make a determination:

(Data Types Vary By School and Grade)

Moby Max

Star Assessments

MClass

Gifted Rating Scales (SIGS 2)

EOG scores

BOG scores

Work samples

Referral Process (6-8)

- Referral forms are available to all teachers, administrators, counselors, and instructional specialists through a shared Google folder
- Referrals are taken throughout the school year and screening (other than mass screening) will occur during the summer
- An AIG referral team will be assigned at each elementary, middle and high school to examine referral data and to determine if those students should advance to the screening phase
- Teachers will meet with their instructional specialists three times per year to analyze assessment data to determine the students who are in the advanced tier of their MTSS support chart. Those students will be placed on the school's referral form

- Teachers also have the option of submitting names of other students for referral to the school AIG team and they will analyze the data and make a decision on referring that student for screening
- Parent referrals are also accepted and these students will be submitted to the school's AIG team to determine if they will be referred for screening

Screening Process (6-8)

- Testing for students who are referred in grades 6-8 and testing for students who are new to the district will occur during the summer
- During the screening process, the district AIG committee will carefully review data from the following to make a determination (all data criterion listed below does not have to be met):

(Data Types Vary By School and Grade)

Moby Max

Star Assessments

Gifted Rating Scales (SIGS 2)

EOG/EOC scores

Work samples

Referral Process (9-12)

- Referral forms are available to all teachers, administrators, counselors, and instructional specialists through a shared Google folder

- An AIG referral team will be assigned at each elementary, middle and high school to examine referral data and to determine if those students should advance to the screening phase

- Teachers will meet with their instructional specialists three times per year to analyze assessment data to determine the students who are in the advanced tier of their MTSS support chart. Those students will be placed on the school's referral form

- Teachers also have the option of submitting names of other students for referral to the school AIG team and they will analyze the data and make a decision on referring that student for screening

- Parent and student referrals are also accepted and these students will be submitted to the school's AIG team to determine if they will be referred for screening

Screening Process (9-12)

- Testing for students who are referred in grades 9-12 will occur throughout the school year

- During the screening process, the district AIG committee will carefully review data from the following to make a determination (all data criterion listed below does not have to be met):

(Data Types Vary By School and Grade)

Star Assessments

Gifted Rating Scales (SIGS 2)

EOC scores

Work samples

ACT/SAT/PreACT scores

*** Practice B**

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

Wilkes County Schools has several pathways for students to be identified at every level K-12. An AIG committee meets in June and August each year to examine data from the mass screening and also the summer testing sessions in addition to data collected from teachers. The students are identified in the following areas:

AR: Academically Gifted in the area of Reading

AM: Academically Gifted in the area of Math

AG: Academically Gifted in both areas of Reading and Math

IG: Intellectually Gifted as indicated on the aptitude criteria, but not necessarily displaying achievement measures

AIG: Academically and Intellectually Gifted which is the highest level of identification. The students exhibits both aptitude/intellectual attributes as well as achievement attributes.



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Grade Span	Academically Gifted - Reading only	Academically Gifted - Math only	Academically Gifted - Reading & Math	Intellectually Gifted	Academically and Intellectually Gifted
K-2	<p>* Pathway #1: >=90% on 2 of the following: WISC V verbal, KTEA reading, M-Class reading, Star reading, SIGS-2</p> <p>Pathway #2: >=85% on 3 of the following: WISC V verbal, KTEA reading, M-Class reading, Star reading, SIGS-2</p>	<p>* Pathway #1: >=90% on 2 of the following: WISC V math, KTEA math, M-Class math, SIGS-2, Moby Max, Star Math, Math Formative Assessments</p> <p>Pathway #2: >=85% on 3 of the following: WISC V math, KTEA math, SIGS-2, Moby Max, Star Math, Math Formative Assessments</p>	<p>* Pathway #1: >=90% on 2 of the following: WISC V math and reading, KTEA math and reading, M-Class math and reading, SIGS-2, Moby Max, Star Math, Math Formative Assessments (Math and reading must be represented in data collected)</p> <p>Pathway #2: >=85% on 3 of the following: WISC V math and reading, KTEA math and reading, M-Class reading, SIGS-2, Moby Max Star Math, Math Formative Assessments (Math and reading must be represented in data collected)</p>	<p>* >= 95% on WISC V. Achievement scores will be observed for discrepancies.</p>	<p>* Pathway #1: >=95% on 2 of the following: WISC V math and reading, KTEA math and reading, M-Class math and reading, SIGS-2, Moby Max, Star Math, Math Formative Assessments (Math and reading must be represented in data collected)</p>

3-5	<p>* Pathway #1: >=90% on 2 of the following: Cogat verbal, M-Class reading, Star reading, BOG, EOG, SIGS-2</p> <p>Pathway #2: >=85% on 3 of the following: Cogat verbal, M-Class reading, BOG, EOG, Star Reading, SIGS-2</p> <p>Pathway #3: Two consecutive years of a level 5 on the reading EOG</p>	<p>* Pathway #1: >=90% on 2 of the following: Cogat quantitative or non verbal, Star math, EOG, SIGS-2</p> <p>Pathway #2: >=85% on 3 of the following: Cogat quantitative or non verbal, Star math, EOG, SIGS-2</p> <p>Pathway #3: Two consecutive years of a level 5 on the math EOG</p>	<p>* Pathway #1: >=90% on 2 of the following: Cogat verbal and quantitative or nonverbal, M-Class reading, Star reading and math, BOG, math and reading EOG, SIGS-2 (Math and reading must be represented in data collected)</p> <p>Pathway #2: >=85% on 3 of the following: Cogat verbal and quantitative or nonverbal, M-Class reading, Star reading and math, BOG, math and reading EOG, SIGS-2 (Math and reading must be represented in data collected)</p> <p>#3: Two consecutive years of a level 5 on the reading and math EOG</p>	<p>* >= 95% on Cogat in nonverbal or composite. Achievement scores will be observed for discrepancies.</p> <p>* Pathway #1: >=95% on 2 of the following: Cogat verbal and quantitative or nonverbal, M-Class reading, Star reading and math, BOG, math and reading EOG, SIGS-2 (Math and reading must be represented in data collected)</p>
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6-8	<p>* Pathway #1: >=90% on 2 of the following: Cogat verbal, Star reading, EOG, Moby Max, SIGS-2</p> <p>Pathway #2: >=85% on 3 of the following: Cogat verbal, EOG, Star Reading, Moby Max, SIGS-2</p> <p>Pathway #3: 2 consecutive years of a level 5 on the reading EOG</p>	<p>* Pathway #1: >=90% on 2 of the following: Cogat quantitative or nonverbal, Star math, EOG, Moby Max, SIGS-2</p> <p>Pathway #2: >=85% on 3 of the following: Cogat quantitative or nonverbal, Star math, EOG, Moby Max, SIGS-2</p> <p>Pathway #3: 2 consecutive years of a level 5 on the math EOG</p>	<p>* Pathway #1: >=90% on 2 of the following: Cogat reading and quantitative or nonverbal, Star math and math, EOG, Moby Max, SIGS-2 (Math and reading must be represented in data collected)</p> <p>#2: >=85% on 3 of the following: Cogat reading and quantitative or nonverbal, Star reading and math, EOG, Moby Max, SIGS-2 (Math and reading must be represented in data collected)</p> <p>Pathway #3: 2 consecutive years of a level 5 on the math and reading EOG</p>	<p>* >= 95% on Cogat in nonverbal or composite. Achievement scores will be observed for discrepancies.</p>	<p>* Pathway #1: >=95% on 2 of the following: Cogat reading and quantitative or nonverbal, Star math and math, EOG, Moby Max, SIGS-2 (Math and reading must be represented in data collected)</p>
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9-12	<p>* Pathway #1: >=90% on 2 of the following: Cogat verbal, Star reading, EOC, Pre-ACT, ACT/SAT, SIGS-2</p> <p>Pathway #2: >=85% on 3 of the following: Cogat verbal, Star reading, EOC, Pre-ACT, ACT/SAT, SIGS-2</p>	<p>* Pathway #1: >=90% on 2 of the following: Cogat quantitative and/or nonverbal, Star math, EOC, Pre-ACT, ACT/SAT, SIGS-2</p> <p>Pathway #2: >=85% on 3 of the following: Cogat quantitative and/or nonverbal, Star math, EOC, Pre-ACT, ACT/SAT, SIGS-2</p>	<p>* Pathway #1: >=90% on 2 of the following: Cogat verbal and quantitative and/or non verbal Star reading and math, EOC, Pre-ACT, ACT/SAT, SIGS-2</p> <p>Pathway #2: >=85% on 3 of the following: Cogat verbal and quantitative and/or non verbal Star reading and math, EOC, Pre-ACT, ACT/SAT, SIGS-2</p>	<p>* >= 95% on Cogat in nonverbal or composite. Achievement scores will be observed for discrepancies.</p>	<p>* Pathway #1: >=95% on 2 of the following: Cogat verbal and quantitative and/or non verbal Star reading and math, EOC, Pre-ACT, ACT/SAT, SIGS-2</p>
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*** Practice C**

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

Wilkes County has a wide population of students who are economically disadvantaged and English language learners. All 13 of our elementary schools qualify for Title I assistance.

Total Population=8269

Asian .46%

Hispanic 16.93%

Black 3.53%

White 73%

Multi-racial %

American Indian .13%

To ensure that our screening, referral, and identification procedures respond to these students, we will:

- Continue to screen all students in 3rd and 5th grades regardless of their backgrounds for AIG services
- Multiple pathways have been developed so all populations will be given equal opportunity for placement
- The English language learners will be given opportunities to test using the read aloud Spanish version of the online Cogat as well as the Naglieri Nonverbal Ability Test, if needed
- The AIG Coordinator will work closely with the ESL department to identify students in all grade levels who are excelling based on ACCESS testing and those who are exiting the program quickly
- The AIG Coordinator will also work closely with the EC department to identify students based on their evaluations who may be considered for identification as twice exceptional students
- The AIG Coordinator will review EOG and EOC data and provide a spreadsheet to each school that identifies the top 20% of all students at each grade level that have not been identified for gifted services. This spreadsheet will be used for referrals and assistance with scheduling students based on ability.
- All information regarding screening, referral, and identification procedures will be translated into multiple languages by our Cultural Liaison

*** Practice D**

Monitors the screening, referral, and identification processes for consistent implementation across the LEA.

- Professional development will be held annually at principal meetings and with the school level AIG committee to emphasize the importance of consistent screening, referral and identification procedures
- Each school and department in our Central Services will have a flowchart that outlines the screening, referral, and identification processes
- All screening and referral forms will be available on Google Docs for each school
- A Google sheet will be kept by the AIG contact person at each school with referral, screening and identification information and the AIG coordinator will have a Google sheet for the LEA
- A separate Google sheet will be used for all students who are tested but were not officially identified but who are on a “watch list” for later

*** Practice E**

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

- Identification checklists and process for referral and screening will be posted on the LEA’s website
- Each administrator, teacher, and instructional specialist will have access to the Google folder which includes referral forms, identification checklists, and process for referral and screening
- Teachers who are new to the district will participate in a professional development session that provides information about referring, screening and identification

- The AIG Coordinator will conduct presentations at monthly principal meetings to discuss referral, screening, and identification processes
- Brochures will be available at each school that outlines the referral, screening and identification processes
- A welcome newsletter will be distributed to all teachers during the workdays before school begins to remind them of the referral, screening, and identification processes

*** Practice F**

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

- The data that is collected from screening is inputted into the program services and identification evidence tabs in PowerSchool
- All documentation is kept in the student's AIG folder in a secure location at the Central Services Office
- Documentation is kept for 3 years after the student has graduated
- A spreadsheet is kept for all students who have been referred and screened with the data that was analyzed by the committee along with the decision about identification
- A copy of the profile narrative from Cogat screening is placed in each student's cumulative file
- Parents/guardians are given copies of Cogat scores and profile narratives along with information regarding identification and explanation of scores
- AIG progress reports are sent home every 9 weeks and copies are placed in the students' AIG folders

*** Ideas for Strengthening the Standard**

- Required professional development at the beginning of each year for teachers and administrators on referral, screening, and identification processes
- Documents translated into more languages than just Spanish
- Additional employees in the AIG department to monitor processes

Planned Sources of Evidence

- * Identification chart for parents/guardians, teachers, and administrators
- * Cogat parent/guardian information letter
- * Summer testing letter informing parents/guardians of summer testing dates and registration process

Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	<ul style="list-style-type: none">  Identification Chart  Cogat Parent Letter  Summer Testing Letter

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

The LEA provides a K-12 AIG program with an array of services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services will develop students' strengths through intentional learning experiences in various domains that are not dependent on the students' demographic background or economic means.

*** Practice A**

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

Wilkes County Schools AIG department works closely with various departments throughout the LEA to ensure that we meet the needs of ALL of our students in the program. The AIG Coordinator works closely with the chief academic officer, directors in the ELL, CTE, Student Services and EC departments as well as directors and instructional specialists in elementary, middle, and high schools to ensure that gifted learners' needs are met academically and intellectually. The services that we will work together to provide for gifted learners in grades K-12 include:

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Grade Span	Academically Gifted	Intellectually Gifted	Academically and Intellectually Gifted	Additional information
K-2	<p>* Cluster grouping within a regular class (4-8 gifted students are assigned to a heterogeneous class with a teacher who is licensed or locally endorsed) Differentiated enrichment periods Curriculum compacting Advanced Learning Labs provided by NCDPI Advanced Learning Department Independent study Learning contracts Flexible grouping Grade acceleration Subject acceleration</p>	<p>* Cluster grouping within a regular class (4-8 gifted students are assigned to a heterogeneous class with a teacher who is licensed or locally endorsed) Differentiated enrichment periods (with a focus on their needs ex. study skills, stress management, etc) Monthly meetings with counselor Advanced Learning Labs provided by NCDPI Advanced Learning Department Independent study Flexible grouping</p>	<p>* Cluster grouping within a regular class (4-8 gifted students are assigned to a heterogeneous class with a teacher who is licensed or locally endorsed) Differentiated enrichment periods Curriculum compacting Advanced Learning Labs provided by NCDPI Advanced Learning Department Independent study Learning contracts Flexible grouping Grade acceleration Subject acceleration</p>	* n/a

3-5	<p>* Cluster grouping within a regular class (4-8 gifted students are assigned to a heterogeneous class with a teacher who is AIG licensed or locally endorsed) Differentiated enrichment periods Advanced math Curriculum compacting Advanced Learning Labs provided by NCDPI Advanced Learning Department Independent study Learning contracts Flexible grouping Grade acceleration Subject acceleration</p>	<p>* Cluster grouping within a regular class (4-8 gifted students are assigned to a heterogeneous class with a teacher who is AIG licensed or locally endorsed) Differentiated enrichment periods (with a focus on their needs ex. study skills, stress management, etc) Monthly meetings with counselor Advanced Learning Labs provided by NCDPI Advanced Learning Department Independent study Flexible grouping Advanced math opportunities</p>	<p>* Cluster grouping within a regular class (4-8 gifted students are assigned to a heterogeneous class with a teacher who is AIG licensed or locally endorsed) Differentiated enrichment periods Advanced math Curriculum compacting Advanced Learning Labs provided by NCDPI Advanced Learning Department Independent study Learning contracts Flexible grouping Grade acceleration Subject acceleration</p>	* n/a
6-8				* n/a

	<p>* All advanced classes are taught by AIG licensed or locally endorsed teachers Differentiated enrichment periods Advanced Math Honors ELA and Science courses Credit by Demonstrated Mastery Math I and English I (8th grade options) Curriculum compacting Learning Labs provided by NCDPI Advanced Learning Department Independent study Learning contracts Flexible grouping Grade acceleration Subject acceleration</p>	<p>* All advanced classes are taught by AIG licensed or locally endorsed teachers Differentiated enrichment periods (with a focus on their needs ex. study skills, stress management, etc) Advanced Math Honors ELA and Science courses Credit by Demonstrated Mastery Math I and English I (8th grade options) Curriculum compacting Learning Labs provided by NCDPI Advanced Learning Department Independent study Learning contracts Flexible grouping</p>	<p>* All advanced classes are taught by AIG licensed or locally endorsed teachers Differentiated enrichment periods Advanced Math Honors ELA and Science courses Credit by Demonstrated Mastery Math I and English I (8th grade options) Curriculum compacting Learning Labs provided by NCDPI Advanced Learning Department Independent study Learning contracts Flexible grouping Grade acceleration Subject acceleration</p>
<p>9-12</p>	<p>* Blended learning Honors courses including CTE options Career and College Promise (Starting in grade 10) Credit by Demonstrated Mastery AP Academy Early College High School School Governor's Science and Math NC School of the Arts NCVPS</p>	<p>* Blended learning Honors courses including CTE options Career and College Promise (Starting in grade 10) Credit by Demonstrated Mastery AP Academy Early College High School Governor's School NC School of Science and Math NC School of the Arts NCVPS</p>	<p>* Blended learning Career and College Promise (Starting in grade 10) Honors courses including CTE options Credit by Demonstrated Mastery AP Academy Early College High School Governor's School NC School of Science and Math NC School of the Arts NCVPS</p> <p>* n/a</p>

*** Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel based on student needs.

Wilkes County Schools works closely with all school personnel to ensure that the social and emotional needs of gifted learners are met through a variety of services. The AIG Coordinator works closely with the Director of Student Services to determine what services and professional development opportunities are needed. District meetings are held monthly to discuss SEL issues that need to be addressed and options that we have. The AIG Coordinator works closely with teachers, administrators, and instructional specialists during PLC's and data teams to identify students who are struggling socially and emotionally and offering strategies and referral options. Professional development sessions are conducted at administrative and faculty meetings on the social and emotional needs of gifted students. Every staff member in grades K-12 is trained in Reconnect for Resilience, which is a program that focuses on practical strategies to help promote balance and well-being in our students who have faced trauma. The other programs that are used to address the social and emotional needs of gifted learners include: Base Education, CASEL's 3 Signature Practices Playbook, KidPower and TeenPower, Second Step Guidance Curriculum, Zones of Regulation Core SEL Curriculum, and Mindfulness in the Classroom using Mind Up! Curriculum and PEERS. Our elementary and middle school teachers also complete the DESSA screener on students three times a year to ensure that social and emotional issues are recognized and treated. Students in the high school setting complete the DESSA screener on themselves. Wilkes County Schools also contracts with several mental health agencies that provide social and emotional services to students in the school and office setting.

*** Practice C**

Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.

Wilkes County Schools AIG program connects services that are offered as part of the total instructional package that is offered to our students. The AIG Coordinator works with administrative teams at the Central Office and the school level to ensure that the gifted students are provided with the best education that is possible. The instructional staff at the Central Office meet twice a month for updates on the programs in Wilkes County Schools. During these meetings, discussions are held regarding how to collaborate with other departments such as AIG, CTE, EC and ESL to ensure that our students are being served and to offer opportunities that we did not think were possible such as combining parent nights, combining financial resources to serve under-represented populations, and new ideas for extracurricular activities. The AIG Coordinator meets with instructional

specialists at each level (elementary, middle, and high schools) on a regular basis to ensure that the gifted students are being served and to offer suggestions on how to improve the instruction we are offering. In addition, during these meetings, plans are being made for upcoming years and the resources that will be needed. The AIG Coordinator also visits schools throughout the year to visit AIG classrooms, co-teach lessons, and to discuss with the students what is occurring in their classrooms and any concerns they may have. The AIG Coordinator also attends monthly principal meetings to provide updates on the AIG program and to get input on the program's strengths and weaknesses and ideas for improvement. The AIG Coordinator also presents AIG curriculum updates to the local board during our curriculum focus sessions and answers questions about the program and/or services. The AIG Coordinator also meets regularly with the Gear Up Coordinator (which is part of Student Services) to discuss ways to collaborate on projects such as camps, field trips, mentorships, and college visits that would benefit gifted students. Other departments that are integral to the AIG program are Accountability, CTE, ELL, and EC. The AIG department works closely with Accountability to determine student growth, referrals for identification, and indicators of gifted students who may be experiencing issues with their academics that we have not been made aware of, and to assist with headcount. The AIG Coordinator also works closely with the Career and Technical Education program to organize internships for gifted students in our community. Also, collaboration is held to offer professional development opportunities for CTE in writing assessment questions that are higher level that will offer rigor and relevance to gifted students that are enrolled in their classes and to also help with the assessment piece of their honors portfolios. The AIG department also has a close relationship with the ELL and EC departments. They work closely to identify students who have exceeded expectations on ACCESS testing and those who have a discrepancy when tested for EC. Another area that will be a focus in this plan cycle will be working with Wilkes Community College to plan classes that will be offered for our AIG students through the Career and College Promise and to work with Career Coaches to identify students who may be struggling academically or emotionally.

*** Practice D**

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

Wilkes County Schools offers a schedule in elementary, middle and high schools that provides opportunities for flexible grouping for the growth of AIG students. Elementary schools offer an enrichment/remediation time where gifted students are grouped together to work on novel studies, independent projects, acceleration, and problem-based learning activities. During the enrichment/remediation time in middle schools, gifted students are grouped in literacy groups or enrichment groups that focus on acceleration in reading and math. The literacy/enrichment groups in middle school are flexible and students can be assigned to teachers at a higher grade level based on their ability. Our high schools offer a 30 minute intervention/enrichment block where students have an opportunity to choose what area will support their growth. The strategies for growth range from job shadowing, ACT/SAT prep, tutoring, independent studies, to leadership opportunities in the schools. The AIG Coordinator meets during the summer with the Accountability department to determine AIG growth at the end of the school year and look at strengths and weaknesses in the LEA. Using this data, the AIG Coordinator works with principals to determine which AIG

teachers are showing the most growth with gifted students in order to determine rosters and enrichment groups for the following school year. The AIG Coordinator also meets regularly with teachers in K-12 to discuss data of their AIG students during data team meetings throughout the school year. The data determines what grouping practices and differentiation strategies are offered for students. Teachers of AIG students are provided with professional development to analyze data and to create groups based on potential growth. In addition, in compliance to HB 986, all students who score at the highest level on the math EOG/EOC in grades 3-12 will be placed in an advanced math course unless the parent signs a waiver opting out of the service. The AIG Coordinator also meets with AIG leaders and specialists across the state and in their region regularly to discuss grouping practices that are working to show growth with gifted students. The AIG Coordinator also visits other districts throughout the year that are implementing effective grouping practices to be able to revise the Wilkes County Schools are offering instruction to their gifted students. Wilkes County also sends teachers and administrators to gifted conferences in order to learn more about the growth of AIG students and effective grouping practices.

*** Practice E**

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.

The AIG coordinator meets monthly with principals in elementary, middle, and high schools to review the AIG plan, differentiation strategies, data, and specific needs in regards to professional development and resources. The coordinator also meets twice a month with all directors from Central Services to provide updates about the AIG program and to discuss ways to collaborate with other departments. Brochures are created for parents and teachers that summarize the AIG plan and are available at each school. Teachers who are new to the district have access to a Canvas course which serves as an introductory course to Wilkes County's AIG program. Teachers and administrators are also provided a Google slide presentation explaining how to interpret Cogat data. The AIG coordinator also meets regularly with AIG contact personnel at each school to discuss updates, regulations, and services so they can deliver professional development at their schools. District-wide professional development is held at least once a year to provide updates, offer new ideas to use in the classroom, and allow for time to collaborate.

*** Practice F**

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

Wilkes County Schools AIG Coordinator communicates among teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. At the beginning of each school year, teachers from each grade level meet to discuss the gifted students and develop their DEP based on the previous year's data and needs. They will also be provided with yearly rosters of their gifted students, the area(s) they are identified, and services that have been offered in previous grades. We also hold transitional meetings from grades 5-6 and 8-9 with teachers to develop DEP's and discuss strengths and weaknesses of each gifted student. The AIG coordinator will also work with teachers and instructional specialists to provide vertical alignment of the gifted curriculum between grade levels and discuss the strategies that have been used and evaluate what the current needs are for the rising grade levels. Middle schools will also offer parent nights for students entering high school to discuss honors and AP classes, Career and College Promise and extracurricular opportunities. High schools will hold parent nights to discuss scholarship opportunities, requirements for college entrance, Career and College Promise, NCVPS, NC School of Science and Math and extracurricular opportunities.

*** Practice G**

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

Wilkes County Schools offers opportunities for gifted students to accelerate in the classroom and reach their potential. These opportunities include but are not limited to:

Career and College:

The Career and College Promise allows students to be enrolled in two levels of schooling at the same time. Students are able to begin earning college credit from a community college at no cost to them or to their families. The college credit is transferable to all UNC systems and many of North Carolina's independent colleges and universities. The students can also work toward earning credentials, certificates, or degrees in a technical career. The Career and College Promise classes will be offered to AIG students the first summer semester after their 10th grade year.

Credit by Demonstrated Mastery:

Wilkes County Schools can award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time based on mastery. "Mastery" is defined as a student's command of course material at a level that demonstrates a deep understanding of the content standards and application of knowledge. Students shall demonstrate mastery through a multi-phase assessment, consisting of (1) a standard examination, which shall be the EOC/EOG where applicable, or a final exam developed locally and (2) an artifact which requires the student to apply knowledge and skills relevant to the content standards. LEAs may require additional requirements, such as performance tasks. CDM is offered three times throughout the school (fall, spring, and summer) year and is advertised to all students through brochures, the School Messenger communication system, in-house systems at all middle and high schools and on the AIG website.

Early College High School:

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

Pre-Apprenticeships/Apprenticeships:

High school students can qualify for paid on-the-job learning experiences where they work 160 hours during the summer, take relevant college courses and become eligible to be selected as apprentices. Apprenticeships help to boost lifelong earnings for students and allow them to get on-the-job training.

Special Schools:

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

Curriculum Compacting:

Curriculum compacting is modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities. Compacting will occur in the classroom after the teacher has pre-assessed and determined if mastery of objectives have occurred. The AIG Coordinator works with teachers during professional development sessions, PLC's, and data team meetings to determine when this needs to occur and which strategies would benefit the student.

Independent Study:

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

Early Entry to Kindergarten:

The requirements for early entry to kindergarten will follow the policy from BH-1099.

Grade Acceleration:

Students are accelerated one or more years, skipping levels in the normal sequence of promotion. The academic level and maturity level of the students are important factors to consider. Wilkes County Schools looks at Cogat, EOG/BOG, WISC scores above the 95% when considering grade acceleration. The school administration, guidance counselors, psychologists, AIG Coordinator, parents, and teachers, must be involved before the option can be approved. The principal will have final approval on the decision but must notify the appropriate personnel before the decision is made.

Subject Acceleration:

Students are given the opportunity to work with teachers in an advanced grade level in the areas of math and/or reading based on the mastery of the subject at their current grade level.

Advanced Classes:

Advanced classes in grades 3-12 are offered in math to all students who score at the highest level on their EOG/EOC's. The advanced classes compact curriculum and increase rigor to prepare students for the next higher-level math courses.

High School Classes in Middle School:

All students who are identified in math and/or who scored a Level 5 on their 7th grade math EOG will be placed in Math I. In addition, English I will be offered to AIG students in 8th grade along with others who meet the criteria. The LEA will explore adding World History and/or Earth and Environmental Science to the list of options for AIG students during this plan cycle.

*** Practice H**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

Wilkes County Schools is working to provide programming for the students who are under-represented including those that are economically disadvantaged, culturally/ethnically diverse, ELL students, highly gifted and the 2E populations.

All 3rd and 5th graders will be screened using the Cogat each year to identify students who are under- represented and to promote equity. The Naglieri will be used for any non-English speaking students. The AIG Coordinator will speak at faculty meetings about the AIG referral process, traits of gifted learners and the under-represented population. The AIG Coordinator will also meet with ELL teachers and interpreters at least twice a year at their monthly meetings to discuss AIG characteristics and discuss possible referrals for testing. In addition to these meetings, the AIG Coordinator will work with the ELL director and the lead ELL teacher to evaluate ACCESS data to ensure that all students who are eligible are being referred for services. Regional meetings will be attended monthly to gain support and ideas in meeting the needs of economically disadvantaged and ELL students. The AIG and EC department will work closely together to develop services and programs for students who are identified as 2E. Highly gifted students (AI) will be grouped together in the same classroom so the teachers can work with accelerating these students and helping them to reach their true potential. Professional development sessions will be offered on how to meet these students' needs and also foster their social and emotional needs. Intellectually gifted students (IG) will be grouped together in the same classroom so the teachers can work with social and emotional issues, social skills, and assistance to build motivation in these students so they can reach their true potential. The AIG Coordinator will work closely with the Gear Up Coordinator and Career Coaches to identify gifted students who may benefit from the camps, mentorships, pre-apprenticeships and programs that are offered

*** Practice I**

Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.

Wilkes County Schools offers a variety of extra-curricular programs for AIG students. Many of the programs are offered to higher level students as well as AIG students as a way to challenge and nurture their potential. In our elementary and middle schools, AIG students are able to participate in Science Olympiad tournaments, Battle of the Books, science fairs, Junior Beta Club activities, spelling bees, and summer science camps and science Zoom sessions that are designated for AIG students only. High school students are able to participate in extra-curricular activities such as Leadership Conferences that are sponsored by the Gear Up program, Beta Club activities, Quiz Bowl, Battle of the Books, science fairs, robotics and drone competitions, and Poetry Out Loud.

*** Ideas for Strengthening the Standard**

- Hiring at least 2 specialists to help in the elementary school to deliver services that are needed
- Expand our extra curricular opportunities
- Canvas course to help reach more teachers about the AIG program

Planned Sources of Evidence

- * Science zoom sessions that are hands on sessions for AIG students in grades 3-5 and all materials are provided
- * Summer science camps that are held for AIG students in grades 3-5 and are free to whoever attends
- * Cogat presentation that helps inform teachers and administrators how to interpret data to create the flexible grouping practices and differentiated services

Documents		
Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	 <u>Science Zoom Sessions</u>  <u>Science Camps</u>  <u>Cogat Presentation</u>

Standard 3: Differentiated Curriculum and Instruction

Wilkes County Schools (970) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

In Wilkes County, students are cluster-grouped in elementary and middle schools. The cluster group size for elementary school is 4-8 identified students in a class and 8-10 in each middle school class. Each AIG student is placed in a classroom with an AIG licensed teacher or a teacher who has completed the required professional development as set by our LEA. Pre-assessments and ongoing assessments are used to determine each child's needs. Students are offered differentiation through a variety of means, such as: compacting, independent study, project and problem-based learning, and choice boards. Teachers, administrators, and specialists in K-12 meet weekly in PLC's and data team meetings to determine the best differentiation strategies for gifted students based on their ongoing assessments and their interests. Pacing guides are created by teachers to help with acceleration for honors classes in middle and high schools.

All elementary, middle, and high schools have an enrichment/remediation time built into their schedule where AIG students are grouped together to extend the curriculum in math, reading, and STEM education. The students also have opportunities to complete independent projects as a way to extend and enrich the curriculum if they compact out of a standard.

Elementary and middle school students have the opportunity for grade and subject acceleration which is subject to the LEA's guidelines and principal discretion. All students who score at the highest level in math in grades 3-12 will have the opportunity to participate in an advanced math class. In addition, middle school students who are entering 8th grade will have the opportunity for subject acceleration in Math I and English I course offerings. Differentiation of SCOS is also addressed through

our technology plan. The 1:1 technology enables teachers to create personalized learning environments through accelerated pacing and differentiation. Middle school teachers will be creating a playlist library that will help to enrich AIG students in their classrooms as well.

All honors English classes in middle and high schools are required to complete a summer reading project before beginning their class as a way to enrich the curriculum. High school students also have the opportunity to participate in Genius Hours during the day. During this time, the students can participate in enrichment opportunities such as labs, career exploration, STEM activities, etc.

High school and middle school students also have the opportunity to accelerate the SCOS through Credit by Demonstrated Mastery (CDM), which is offered each semester and is advertised through the county's website, School Messenger, and the school counselors. High school students are offered opportunities for AP classes as well as dual enrollment opportunities through Wilkes Community College with the Career and College Promise, NCVPS, and the School of Science and Math. High school students can also participate in our district's Virtual Academy which provides rigorous classes that are taught online. All AP classes that are offered are taught by teachers who have completed the College Board's week-long summer institute.

Free summer science camps for AIG students in grades 3-5

Paid tuition/fees for Governor's School

ACT Boot Camp classes for high school students

Robotics and Drone competitions

Math Counts

Science Olympiad tournaments (elementary and middle schools)

Poetry Out Loud competitions

Battle of the Books Competitions (elementary, middle and high schools)

Science Fair

MakerSpaces for elementary schools

* Practice B

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

Wilkes County Schools provides diverse and effective instructional practices to address the wide range of learning styles that our gifted students possess. Interest inventories and learning styles inventories are provided to all AIG teachers to use in their classrooms as a way to identify their students' interest and the best way they learn. All teachers in K-12 who teach gifted students are also provided with intensive professional development focused on meeting the learning needs of students with different abilities and interests. The professional development includes differentiation strategies such as Padeia seminars, RAFTS, compacting, independent study, choice boards, and problem and project-based learning. Each school (elementary, middle, and high) is also equipped with a resource library that includes up to date materials on differentiation strategies for gifted learners as well as research on teaching to different learning styles and reading lists are provided for elementary and middle schools for parents and teachers with content appropriate selections for gifted learners.

Administrators and instructional specialists are also provided with a differentiation checklist based on the grade level to assist with observations and walk-throughs to ensure that students are receiving effective instructional practices. Teachers are provided with surveys at the end of each school year so they can indicate what resources and professional development they need to ensure that they are serving gifted students to the best of their abilities.

In elementary and middle schools, students are cluster-grouped based on their AIG identifications. Eight to ten AIG students are grouped in a classroom that is taught by AIG licensed or those who have completed the LEA's professional development requirements. In schools that have less than eight AIG identified students in a grade level, the students are placed in the same classroom.

High school students are able to take honors and AP classes regardless of whether they are identified as AIG. Teachers who are assigned honors and/or AP classes are required to be AIG licensed or complete the LEA's professional development that is

specifically for honors teachers. All AP teachers must have attended the AP training through the College Board.

Elementary Practices:

- Differentiated Enrichment/Remediation Periods
- Advanced math courses
- Various differentiation strategies based on needs and interests such as project and problem-based learning, Padeia seminars, curriculum compacting, independent study, and choice boards
- Advanced learning centers in the classroom and other areas of the school
- MakerSpace areas

Middle School Practices:

- Differentiated Enrichment/Remediation Periods
- Advanced math and ELA courses
- Math I and English I course offerings in 8th grade
- Various differentiation strategies based on needs and interests such as project and problem-based learning, Padeia seminars, curriculum compacting, independent study, and choice boards
- CDM opportunities for Math I

High School Practices:

- Use of Canvas for online and blended learning
- Virtual academy for selected honors classes
- AP classes at each high school

- Summer reads for all honors ELA students
- Variety of honors classes including CTE
- Pre-Internships/Internships/Mentorships
- Dual enrollment opportunities with Wilkes Community College through the Career and College Promise
- NCVPS
- School of Science and Math
- Genius Hour/Intervention/Enrichment Block

*** Practice C**

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

Teachers are introduced to resources to use with their gifted students by the AIG Coordinator at PLC's, data team meetings, and during professional development sessions that are scheduled throughout the year. Teachers are given time to research these materials and develop ways they can be used. A resource library is updated each year at all schools (elementary, middle, and high) with current research and resources. Teachers are able to check these resources out at any time during the school year.

Additional resources are shared during the professional development sessions and teachers can decide what will be purchased for their resource library based on the needs of gifted students at their individual schools.

Examples of resources:

K-5

Primary Education Thinking Skills (PETS)

Wordly Wise (two grade levels ahead)

Maker Spaces

Playlists

Variety of STEM materials provided by Science Olympiad and Gear Up

Advanced Learning Labs

PBL Project Weekly Warm-Ups

Break-Out Edu

Pacing guide modifications that allow for acceleration

Moby Max

6-8

Illustrative Math

Playlists

Variety of STEM materials provided by Science Olympiad and Gear Up

Advanced Learning Labs

PBL Project Weekly Warm-Ups

Break-Out Edu

Moby Max

Leader in Me

Pacing guide modifications that allow for acceleration

9-12

AP Resources from College Board

Playlists

Variety of STEM materials provided by Science Olympiad and Gear Up

Advanced Learning Labs

PBL Project Weekly Warm-Ups

Break-Out Edu

Pacing guide modifications that allow for acceleration

*** Practice D**

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

AIG classrooms in Wilkes County Schools are working to promote collaboration, creativity, curiosity, communication, leadership and critical thinking in their lessons and enrichment opportunities. Professional development opportunities are centered around 21st century skills that include strategies to integrate technology, problem and project-based learning, Padeia seminars, and a variety of STEM activities. Technology is also a big portion of fostering the development of future-ready skills in our AIG learners. Every student in grades K-12 participates in the 1:1 initiative.

ELEMENTARY SCHOOL OPPORTUNITIES:

Science Olympiad Tournament

Lego exploration

Maker spaces

Monthly club opportunities

Coding classes

Speech contests

Student led conferences

MIDDLE SCHOOL OPPORTUNITIES:

Science Olympiad tournaments

Leader in Me

Gear Up opportunities such as STEM courses at Wilkes Community College and leadership retreats held by Appalachian State University

Robotics competitions

Drone competitions

Speech contests

Student led conferences

HIGH SCHOOL OPPORTUNITIES:

Youth leadership groups have also been established for high school students. The Youth Philanthropy Group Time, Talent, & Treasure Leading to Change in Wilkes County (T3LC) and United Teens in Action(UTA) allow high school students the opportunity to learn about philanthropy, grant writing, and how to promote change and give back to their communities.

AP Academies, which promote critical thinking skills and advanced programming

Required graduation projects for all high school seniors, which promote leadership, communication, collaboration, and critical thinking skills

Pre Internships/Internships/Mentorships

Virtual academies

*** Practice E**

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

Wilkes County Schools uses a variety of formative and summative assessment practices to continually meet the needs of our gifted learners. The results of the on-going assessments provide teachers with data that enables them to set goals for individual students and create flexible groupings based on the standards. Data team meetings and/or departmental meetings are held each week in elementary, middle and high schools to discuss assessment results and a plan of action to enrich the curriculum for gifted learners. The AIG Coordinator regularly attends these meetings to discuss various strategies to use with gifted learners based on their assessment results. Professional development is conducted to provide ways to differentiate assessments based on data results.

On-going assessment methods to differentiate classroom curriculum and instruction include:

Elementary Assessment Methods:

Moby Max

MClass

Star Assessments

NC Check Ins

K-2 Formative Assessments

Cogat Screening (3rd and 5th grades)

SchoolNet Assessments

Middle School Assessment Methods:

Moby Max

Star Assessments

NC Check Ins

SchoolNet Assessments

Scholastic Reading Inventory

SchoolNet Assessments

High School Assessment Methods:

Star Assessments

NC Check Ins

SchoolNet Assessments

* Practice F

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

Wilkes County Schools have focused on addressing the social and emotional needs of AIG students through a variety of curricular and instructional practices. Each counselor in grades K-12 has been provided with bibliotherapy lessons that can be used with gifted students and shared with teachers. These lessons are also available online for teachers to access as needed. Each year, additional resources will be added to each school's bibliotherapy lessons. The Leader in Me program has been implemented in all middle schools that help students develop leadership qualities and practices that help deal with emotional issues. In addition, the 2nd Step Guidance Curriculum has been implemented in all elementary and middle schools in our district and it allows counselors to work with students on emotion management, situational awareness, and academic achievement. Also, Base lessons have been implemented in all classrooms K-12 to support topics such as bullying, perseverance, courage, making the right choices, coping strategies, handling stress, and much more. The counselors are working specifically with our gifted students using Growth Mindset Coach to help with releasing their potential and handling the stress that comes along with it. Every staff member is trained in Reconnect for Resilience, which is a program that focuses on practical strategies to help promote balance and well-being in our students who have faced trauma. The high schools use Genius Hour/Block (high school enrichment opportunity) for counselors to meet with gifted students who are struggling socially and emotionally to help with specific lessons and resources that will help. A Summer Bridge camp will be held to help students transition from 5th-6th and from 8th-9th. Counselors will be employed to help students learn strategies to help cope with this sometimes stressful situation.

*** Practice G**

Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional differentiated curriculum and instruction.

Wilkes County Schools recognizes that more attention needs to be given to the students who are achieving at high levels in grades K-3. The AIG Coordinator will attend data team meetings and PLC's to discuss strategies for the high achieving students in grades K-3. The AIG Coordinator meets with elementary instructional specialists monthly to discuss ways to strengthen the curriculum and instruction in grades K-3 and also focus on best practices that are occurring at each school. Administrators will intentionally group the higher level students during the daily for a Talent Development period so curriculum and instruction can focus on developing the potential for the students when they enter the AIG program. The students will be exposed to the PETS program (Primary Enrichment Thinking Skills) during the Talent Development period, Wordly Wise (1-2 grade levels above), and project based learning. During the Talent Development time, students will be exposed to ways to foster their creativity and curiosity through strategies such as Maker Spaces, Legos, Rubik's Cubes, and other STEM resources. Talent development opportunities also happen in the classroom. The students performing at a higher level will be introduced to NCDPI's Advanced Learning Labs, specialized grading rubrics, tiered assignments, higher Lexile level books, and interest centers. Students who are excelling in grades K-3 will also be given the opportunity for grade and subject acceleration based on data from a variety of assessments and aptitude scores. Grade and subject acceleration will be a collaborative decision made by teachers, administrators, and the AIG Coordinator based on LEA criteria.

*** Practice H**

Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

The AIG coordinator meets with teachers during PLC's and data team meetings to discuss ways to differentiate curriculum and instruction based on the individual needs of the students. During the meetings, the coordinator works with all teachers, instructional staff, and administrators to develop strategies for gifted learners as well as high achieving students that have AIG potential. The AIG coordinator also meets monthly with principals in elementary, middle, and high schools to discuss curriculum and instruction needs at the individual schools. During these meetings, professional development needs are also discussed.

The AIG Coordinator is available to work with all schools in the LEA to help integrate appropriate curriculum and instruction strategies and goals in their School Improvement Plan.

The AIG Coordinator is also a part of the Instructional Services department and meets with directors in all areas twice a month. During these meetings, ideas are shared concerning how to collaborate with all departments, what resources to use, and ideas for professional development that integrates all areas such as EC, ELL, and student services.

Wilkes County Schools has appointed AIG contact people at each school (K-12). These teachers are responsible for the maintenance of the paperwork and also with the collaboration regarding AIG that occurs at their school. They also relay any AIG updates and new resources and guidelines to the staff. The AIG contacts also conduct professional development at their school based on the administrator's request. The AIG contact person serves as a liaison between the staff and the AIG coordinator to relay specific needs of the staff at each school (elementary, middle, and high).

Transitions meetings for teachers are also held between elementary and middle and high schools. During these meetings, teachers have time to discuss the strengths and needs of their gifted learners before they proceed to different schools. Teachers also discuss what strategies worked to help the students reach their goals and also how in-depth they extended and accelerated the curriculum.

The AIG Coordinator also works closely with the Exceptional Children's department to help develop curriculum and appropriate instruction for students who are identified as Twice Exceptional. With the implementation of 3rd and 5th grade mass screening, more emphasis will be placed on the collaboration efforts of the AIG and the EC department to ensure that the curriculum and the instruction is differentiated for all our learners that have been identified as 2E. Also, with the adoption of ESSA, collaboration between the AIG Coordinator, Title I Director, and various other leaders is more important than ever. The AIG Coordinator will work to incorporate gifted learners and strategies into the ESSA plan and ensure they are benefitted by what the act has to offer.

*** 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/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

The AIG Coordinator meets with all teachers who have AIG students in their classroom before school starts. During these meetings, the teachers are made aware of which students in their classrooms are identified as gifted and in which area(s). The student's DEP is also reviewed and goals are set for each individual student during this meeting. Teachers are also reminded of Article 9B and how differentiating and challenging AIG students based on their needs is law. The teachers then sign a copy of the student's DEP and their classroom AIG roster indicating they are aware of what is expected of them throughout the year in regards to teaching AIG students. All students have a plan that is revised and reviewed annually.

During the identification process, parents/guardians are invited to conference with the AIG Coordinator to discuss the goals of each student's DEP either in person or by Zoom. After the initial identification DEP, parents/guardians meet with teachers at the end of each school year to discuss their child's DEP and to create a new one before they move to the next grade.

An AIG progress report also goes home quarterly with the students' report card that discusses their progress, strengths and any concerns the teachers may have. The progress report will also inform parents/guardians of any upcoming event that the student may be interested in joining. A copy of the progress report will be given to the AIG Coordinator to review. The AIG Coordinator will follow up with teachers on any students who are not progressing or attaining their goals.

Transition meetings for teachers and parents/guardians are also held for AIG students entering middle and high school. Teachers are given the opportunity to meet and discuss the needs of the AIG students (educational, social and emotional). The teachers are also able to share what types of strategies have been successful and the extent of the curriculum that has been extended and enriched. Parents are able to attend meetings to discuss what the expectations are for their students when they enter middle and high school. They are also given information on classes, extra curricular activities, and camps.

The AIG Coordinator will also attend any IEP meetings where the student is identified as 2E to ensure that the child's needs are being met.

*** Ideas for Strengthening the Standard**

- Include AIG Coordinator and AIG contact person in school and district wide MTSS meetings
- Research and purchase resources for teachers to use with EL and 2E students
- A Canvas course (6-12) and Google Classroom course (K-5) for gifted students to provide lessons to help with social and emotional learning to access if they feel they need some extra assistance.
- More virtual academy classes offered for honor students

Planned Sources of Evidence

* 7th grade advanced math pacing guide

* K-5 DEP

* Poetry Out Loud Program

Documents

Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	7th Grade Advanced Math Pacing K-5 DEP Poetry Out Loud Program

Standard 4: Personnel and Professional Development

Wilkes County Schools (970) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

Wilkes County Schools employs an AIG licensed educator as their lead coordinator. In order to serve in this capacity, the lead coordinator must have an AIG license. In addition to being an AIG licensed educator, the coordinator must have experience in working with AIG students and teachers and be willing to attend/present at local, state, and national conferences. The AIG Coordinator will stay abreast of the latest research surrounding AIG education, collaborate with surrounding counties concerning practices in gifted education during regional meetings, and provide professional development opportunities for teachers in grades K-12. Also, the coordinator will attend meetings of instructional services teams, middle school, high school, and elementary school principals, and any other deemed necessary. Another job duty is to initiate and oversee AIG curricular and instructional programs designed to improve instruction and student achievement in elementary, middle and high schools and to maintain open communication with all levels of school system hierarchy; serves as liaison between schools and the various departments within the Central Office; maintains regular contact with other directors to exchange ideas, share information and develop plans.

*** Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.

Wilkes County Schools does not currently have any AIG specialists that assist the AIG coordinator; however, each school in our LEA does have AIG licensed or locally certified teachers that assist the coordinator. One AIG licensed/locally certified teacher at each school is the "contact person" that handles paperwork and requests from the coordinator. In addition to the "contact person", each AIG/Advanced classroom (K-8) is taught by an AIG licensed/locally certified teacher. The teachers that are assigned to the AIG/Advanced classrooms are responsible for:

- Scheduling meetings with parents for DEP's
- Planning and implementing differentiated lessons
- Working with other teachers to identify students for testing referrals
- Attending professional development sessions
- Working closely with counselors in identifying gifted students who may be experiencing social and emotional issues
- Presenting information regarding gifted education at staff meetings
- Working closely with the AIG coordinator in examining data
- Working closely with the school's instructional specialist to identify needs in the gifted classrooms
- Serving on committees that promote the growth of the AIG program such as the School Improvement Team, MTSS Team, AIG planning committee, AIG identification team
- Present and attend local and state conferences when the availability arises

*** Practice C**

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

Wilkes County Schools offers an array of training for teachers in all areas and grade levels. Training is provided for administrators, special education teachers, counselors, ELL teachers, assistants and tutors. Much of the professional development that is offered to teachers who are not teaching a core AIG class is at the discretion of the principals. The principal contacts the AIG Coordinator and, based on that individual school's needs, professional development is held during a faculty meeting, on a required workday, or during PLC's. The professional development may be presented by the AIG Coordinator or by the AIG contact person at that school who has attended the training prior.

During this plan cycle, NWRESA will be offering a 60 hour AIG professional development courses (hybrid and online) to all LEA's in our region. The superintendents have agreed that each LEA in our region will honor the local endorsement through NWRESA in case any teachers transfers to other districts. The courses will be taught by AIG licensed educators and requires the following classes:

1. Characteristics of Gifted Learners
2. AIG Laws and Regulations
3. Differentiation 101
4. Advanced Differentiation
5. Social and Emotional Needs of the Gifted
6. Promoting Creativity and Critical Thinking
7. Project and Problem Based Learning

Every teacher in grades K-8 that teaches an AIG student in a core content area either needs to be AIG licensed or have completed or in the process of completing the county's mandatory professional development sessions through county PD or NWRESA. Teachers of AP courses are required to complete the week long professional development that is offered through the College Board. The AIG Coordinator will work closely with the Director of Student Services and the Director of the Exceptional Children's Program to ensure that all counselors and EC teachers receive training so that they will be able to provide assistance to our 2E students as well as the other gifted learners.

A survey will be sent out at the end of each school year to administrators and teachers to request professional development needs for the following school year.

*** Practice D**

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

Wilkes County Schools places AIG students (K-8) in classrooms with teachers who have acquired an add-on license in AIG or who have met or who are in the process of meeting the LEA's professional development requirements. Students in grades 9-12 who are taking honors and/or AP classes are also placed in classrooms with teachers who have completed the AP training through College Board or who have completed our LEA's professional development requirements for honors teachers.

In grades K-8, students are placed in a mixed ability cluster group. The cluster group consists of 4-8 (elementary) or 8-10 (middle school) identified students in a classroom. In our schools that have a small number of identified students (less than 8), all students are placed in the same classroom or on the same team. If more than one AIG classroom or team is needed at a grade level, the principals decide how these students are grouped based on the strengths of the teachers from EVAAS and their relationships with students. If a school has one or more students in a particular grade level that are identified as IG or AI, they will be placed together in the same classroom. The IG students will focus on social skills, organization, how to be successful, and the social and emotional aspects of gifted. The AI students would be put together so the teacher could work on accelerating and extending the curriculum more than he/she could if they were separated.

If more than one classroom or team exists on a grade level, the cluster group that has AIG students in it cannot have EC students as well. The recommendation to principals is that, if possible, they only group students who are performing at or above grade level in the AIG cluster group or teams.

*** Practice E**

Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.

Wilkes County Schools has developed a strategic plan that focuses on the recruitment and retention of teachers in our district. In order to recruit and retain AIG licensed educators to our districts, we are offering assistance with the Gifted Praxis. We are offering monthly study groups that are led by the AIG Coordinator as well as reimbursing the teacher for the cost of the Praxis and the license fee once the teacher has passed. The AIG coordinator presents information about the Gifted Praxis and the benefits to new teachers at the New Hire Conference. We hold quarterly meetings for AIG teachers so they can stay updated on new strategies and be able to discuss issues with others. The teachers who pass the Gifted Praxis will also be recognized at our monthly Board of Education meetings. Wilkes County Schools holds quarterly career fairs and has also created informational videos to share on social media in order to recruit new teachers.

*** Practice F**

Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.

Wilkes County Schools recognizes there is a need to develop professional learning opportunities that focus on equity and excellence in gifted education. As a start, Wilkes County Schools will provide professional learning opportunities in equity and excellence based on a needs survey that will be conducted at the beginning of each school year. Teachers who are completing the NWRESA AIG certification training will be introduced to professional development focused on equity and excellence in their classroom and in the AIG program. The AIG Coordinator will continue to use the Call to Action and Guidebook to help supplement resources used during professional development.

*** Practice G**

Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.

Wilkes County Schools' AIG department will use the district's Framework for Learning plan that was adopted as a system-wide focus. The strategic plan focuses on the following five areas:

1. Connecting
2. Planning

3. Teaching

4. Assessing

5. Transforming

The AIG department will focus on these five areas during the planning and implementing of all professional development sessions. Also, all professional development sessions that are offered through the AIG department will also connect to the LEA's strategic plan. In addition, the AIG department will partner with other departments such as student services, ELL, Title I, EC, CTE and Accountability to co-teach professional development sessions. The AIG department will also be a part of the summer administrative conference that occurs each year. During this conference, the professional development sessions will focus on our Framework and the AIG department will be responsible for providing resources and ideas to bring growth and success to our gifted learners. To further promote the goals of the district and the AIG program, many of the classes are taught through CANVAS, an online learning site. Also, new sessions will be introduced based on any STEM opportunities that may arise. New teachers and administrators will also be introduced to the "Booster Shots" that are available through NCDPI's AIG department. The "Booster Shots" can be used for school-wide training or for individual teachers. Also, professional development sessions are offered by guest presenters that our LEA is able to open up to other LEA's in our zone. This helps to promote collaboration within our zone and also allows teachers to share best practices with colleagues

* Ideas for Strengthening the Standard

- Continue to promote equity and excellence by bringing in professional development presenters to work with principals and assistant principals
- Provide more opportunities for teachers to be successful with the Gifted Praxis
- Employ AIG specialists

Planned Sources of Evidence

* Teaching and Learning Framework. All teachers in our LEA follows this framework to ensure that all students succeed

* NWRESA AIG training that allows us to increase our number of locally certified teachers in our region

* Professional development survey that is sent yearly to principals

Documents

Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	 <u>Teaching and Learning Framework Poster</u>  <u>NWRESA AIG Training</u>  <u>Professional Development Survey.</u>

Standard 5: Partnerships

Wilkes County Schools (970) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:

- academic and intellectual
- social and emotional.

Wilkes County Schools develops two way partnerships with parents/guardians that work to support AIG students academically, intellectually, socially and emotionally.

The AIG department works with all elementary and middle schools to develop AIG parent/guardian nights at the schools. During the parent/guardian nights, students and their parents/guardians are able to participate in enrichment activities such as Lego, science, and/or math stations. The parent/guardians are able to experience the rigor that the school offers for their students and also be able to work together with their child/children to solve problems. In addition, Wilkes County Schools offers a career night for AIG students in middle school. During this program, parents and community members from various careers are invited to talk to students and discuss their careers and what students need to do if they would like to pursue that area. The AIG Coordinator works closely with the ELL department and participates in their ELL family night each year by having a booth set up with AIG resources in Spanish. Various guest speakers are brought in for parents and students throughout the school year from organizations such as NC School of Science and Math, Governor's School, and NC School of the Arts. The AIG Coordinator also holds parent/guardian nights for upcoming 8th graders to discuss Math I and English I requirements and

upcoming 9th graders to discuss honors, AP, and CCP options. The AIG department also elicits assistance from parents/guardians for a variety of competitions such as Science Olympiad, Science Fair, and graduation projects.

*** Practice B**

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

Wilkes County Schools works with the community, businesses, and institutes of higher learning to increase the opportunities and gain support for gifted learners. We work closely with Wilkes Community College and the Career Coaches to promote dual enrollment and introduce various summer opportunities that are available. We also work closely with WCC to promote college fairs and various competitions such as robotics and Skills USA. We also invite directors of community agencies to meetings that discuss possible internships such as graduation projects, service learning projects, and pre-apprenticeships through our CTE department. Career Days are being held at all middle and high schools, where businesses and industries participate regularly. We invite business leaders in the community with careers that the students may be interested in but may not know a lot about since we live in a rural community. The examples of the careers we have had are engineers, bio-engineers, medical technicians, lawyers, etc. These career days will be held during lunches so students will be able to sit down with the careers of their choice and discuss in depth the career. We also work closely with the Gear Up program to offer more college visits for AIG students. We work with local agencies (Cooperative Extension Service, Wilkes Soil and Water Conservation, and the Forestry Service) to partner for summer camps as well.

*** Practice C**

Establishes and utilizes an advisory group to develop, implement, monitor, and revise 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/guardians, AIG teachers, and other instructional and support staff.

Wilkes County Schools establishes an advisory group that serves for two years. The advisory group consists of regular education teachers, AIG teachers, guidance counselors, social workers, a member of the Accountability Department, a representative from the ESL department and Exceptional Children's Department, administrators, parents/guardians, and members of local organizations. This group is formed from suggestions from administrators and teachers in all schools in our district. This advisory group meets 2-3 times a year to discuss ways to improve the AIG program as well as reviewing the plan to make sure everything is compliant and we are focused on our goals for the three year cycle. When we are establishing new members for the advisory group, we determine which members are leaving and which area they represent (ex. EC, ELL,

parent/guardian, etc). In addition, when we choose parents/guardians for our advisory groups, we look for a variety of educational and income levels to make sure all areas are represented. The advisory group focuses on implementing and monitoring the AIG plan, analyzing the strengths and weaknesses, and conducting yearly reviews. The teachers that serve on the advisory board meet at the beginning of the summer to review data we have collected for identification and to assist in making determinations for placement and services.

*** Practice D**

Informs all students, parents/guardians, and the community of the following:

- Local AIG Plan
- Local AIG program services
- Policies relating to advanced learning and gifted education
- Ways to access opportunities available to AIG students

Communication is ongoing and responds to the diverse language needs of the community.

Wilkes County Schools provides parents with AIG information in a variety of ways. We continually update our AIG page on our district's website with AIG updates and opportunities. Each school has AIG brochures in their reception area and counseling centers that inform parent/guardians and members of the community of highlights of the AIG plan, services and referral and identification processes. All of our parent/guardian and community resources are translated into Spanish. We have a close working relationship with our translators who work to translate our plan, brochures, newsletters, and other information in a variety of languages. All of our AIG forms for identification, referral, and testing are also translated into a variety of languages. The translators are available to help with school messages that are sent electronically as well as individual parent meetings and family nights. Our Cultural Liaison works closely with the AIG department to translate documents, school messages, and meetings with parents to discuss testing and/or identification.

*** Ideas for Strengthening the Standard**

- The AIG Coordinator being a member of the partnerships meetings with Wilkes Community College
- Opportunities to work with middle and high school counselors to help AIG students create their 4 year plans
- Translation of our documents and meetings in more than just Spanish

Planned Sources of Evidence

- * Parent brochure
- * College Fair flyer with Wilkes Community College
- * College admissions flyer

Documents		
Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	 <u>Parent Brochure</u>  <u>College Fair</u>  <u>College Admissions</u>

Standard 6: Program Accountability

Wilkes County Schools (970) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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 diverse academic, intellectual, social, and emotional needs of gifted learners.

*** Practice A**

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

The AIG Coordinator works closely with a District Advisory Committee, which includes parents (some of whom are community leaders), teachers, counselors, administrators, and Central Office directors. During the plan writing cycle, the committee meetings begin in October and monthly meetings are held until the plan is complete. These stakeholders have an opportunity to continue on the committee each year or they have the option to decline an additional year of service. If new stakeholders are added to the committee, the AIG Coordinator works to make sure there is a balance between all four of our school districts and between elementary, middle, and high schools. All members of the committee who help in writing and reviewing the plan are given extensive professional development in Article 9B before the planning, writing and reviewing stages begin. The members also look at results from parent and teacher surveys to see how the plan can be improved. At each monthly meeting, one standard is focused on for review. The committee members are given the standards prior to the meeting as well the district's previous AIG plan. The District Advisory Committee works to write an AIG plan in accordance with state legislation and SBE policy. Once the plan is completed, the final copy is reviewed by members of the committee and then goes to the Chief Academic Officer as well as other regional coordinators/directors from across the state before being presented for approval by the LEA's school board. The AIG plan is given to the LEA's board members in advance for reading and during the May or June Board Meeting, the AIG Coordinator will present a curriculum focus update on AIG in Wilkes County and answer any questions about the plan before approval.

*** Practice B**

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

The AIG Coordinator monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity through a variety of methods and procedures. The AIG Coordinator meets monthly with administrators in elementary, middle, and high schools to discuss practices in the AIG plan and to monitor their implementation. He/She also monitors the delivery options at each school to ensure that students are being challenged and services are being provided. The AIG Coordinator designates teachers at each school to serve as AIG contacts to help with the monitoring of the program. AIG contacts meet quarterly to discuss strengths and weaknesses in the program and ideas for improvement. The AIG Coordinator also monitors EVAAS and Powerschool closely to monitor growth and grades. Annual updates are also made to our local Board during the Curriculum Focus portion of our monthly meetings. The AIG Coordinator also attends PLC's regularly in elementary, middle and high schools to monitor the implementation of learning strategies as written in the plan. In addition, the AIG Coordinator continually reviews paperwork at the district level to maintain accurate headcounts for NCDPI.

*** Practice C**

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

Wilkes County Schools develops and monitors the state funds that are allotted for our AIG program based on state policy. The AIG Coordinator oversees the AIG budget and ensures all the money is used for the AIG program. The AIG Coordinator creates a budget based on requests and needs from the schools for the upcoming year. The previous year's budget is analyzed by the AIG Coordinator and the Chief Academic Officer and together they make determinations as to what needs to be funded for the upcoming school year. The emphasis on the budget is on personnel, professional development, resources, and providing extra-curricular opportunities for our students. Once that decision is made, the AIG Coordinator reviews the AIG plan, budgets according to the plan, and submits a budget in the spring for the upcoming school year. The expenses are examined to ensure they are needed to implement the AIG plan and are used for the benefit of our students and our teachers. The budget is amended and finalized once we receive the specific budget total from the state and teacher raises are announced. The AIG Coordinator works closely with the Chief Financial Officer to determine the accounts needed and the money that is allocated to each account. The AIG Coordinator also monitors that the funds are used to implement the AIG plan in our LEA through the LINQ system. An additional Google spreadsheet is created and shared between the AIG Coordinator and the administrative assistant to continually monitor the funds and expenditures. The AIG Department meets monthly with the finance department to ensure that all funds are being used properly and the accounts are matching to each department's records. The AIG

Coordinator constantly monitors the AIG funds throughout the school year and evaluates any requests for funds that may arise. All purchases that are made must be approved by the AIG Coordinator and the Chief Academic Officer before being made. In addition, all purchases are delivered to the Central Office and the AIG Department is in charge of inventorying all materials before they are released to the schools.

*** Practice D**

Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

Wilkes County Schools maintains, analyzes and shares student achievement, growth and drop out data to all personnel in our LEA. The AIG Coordinator shares student achievement and growth from EOG, EOC's, and AP exams with principals and Central Office personnel during our yearly administrator's conference. The AIG Coordinator works closely with the Testing and Accountability Department to analyze data from EOG/EOC's, ACT, dropout rates, and AP success. The AIG Coordinator receives a monthly PMR report from the Accountability Department, which allows monitoring of dropouts. High school counselors also have access to a Google Doc that they are responsible for adding any AIG student who drops out so that the AIG Coordinator can contact the student and do an exit interview. Teachers also complete a Student Performance Review each quarter on each AIG student in their class and send one home and one to the AIG Coordinator. The Student Performance Review looks at all data during that quarter such as benchmarks, test scores, motivation, strengths and weaknesses. The AIG Coordinator looks at each student's performance review and documents which students are not performing to their capabilities and continues to follow these students' data through PLC's, classroom visits, and PowerSchool. Students that continue to not make growth and/or reach their potential will be interviewed by the AIG Coordinator to determine where the issue(s) lie and what interventions can be done. The AIG Coordinator is responsible for creating a yearly spreadsheet that details the number of students enrolled in AP and CCP courses. The spreadsheet also documents the success rate for both of these areas. The AIG Coordinator works closely with Wilkes Community College and the Career Coaches to look at dual enrollment numbers and to examine the number of AIG students enrolled.

*** Practice E**

Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including

other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

Wilkes County Schools does not have a very diverse population; however, the ELL student population is growing at a rapid rate. Our district's population is:

Asian: .46%

Black/African American: 3.53%

Hispanic: 16.93%

American Indian/Alaskan Native: .13%

2 or More: 5.97%

White: 73%

These percentages are skewed slightly based on parents having the authority to assign ethnicity to their children based on how they want their child identified.

Percentage of population in poverty: 14.4%

In order to focus on referring, offering services and retaining students in all areas, the AIG Coordinator works closely with the English Language Learners, Exceptional Children's, and the Title I departments to increase referrals and monitor the performance of the underrepresented populations. With the implementation of mass screening of all third graders, more underrepresented students will be given a chance to be identified. The AIG Coordinator reviews the AIG data throughout the year to determine if the number of students from under-represented populations are identified and if there are certain schools that are lower than others. The information gathered from the headcounts will be used to work with teachers and administrators to increase the students who are referred. Teachers complete a Student Performance Review each quarter and

send one home and one to the AIG Coordinator. The AIG Coordinator looks at each student's performance review and documents which students are not performing to their capabilities and continues to follow these students' data through PLC's, classroom visits, and PowerSchool. Students that continue to not make growth and/or reach their potential will be interviewed by the AIG Coordinator to determine where the issue(s) lie and what interventions can be done. The AIG Coordinator will work closely with the exceptional children's and the ESL/ELL teachers at the schools to monitor and meet the needs of the twice exceptional and ELL students who are not achieving their potential. The AIG Coordinator works closely with the accountability department to examine data from EOG/EOC's and the data provided in EVAAS to examine the growth from our under-represented populations.

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Percent Ethnicity Identified as AIG

	Asian %	Black %	Hispanic %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	<5%	---	7.58%	---	11.77%
Male	---	---	<5%	---	---	---	10.30%
Total	---	---	<5%	---	5.33%	---	11.04%

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice F**

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.

All teachers in Wilkes County Schools who teach AIG students are AIG licensed or have completed the required local professional development sessions. The AIG Coordinator works closely with members of the Human Resources Department to

monitor the teachers who are AIG licensed. The AIG Coordinator keeps a Google data base of the teachers who have completed the LEA's professional development and shares it with principals and the Human Resources Departments. High school principals are also given a list of all teachers who have completed the AP training through College Board and the areas. Principals are informed of the LEA's professional development opportunities during the summer so when new hires are made, they can be aware of this opportunity.

*** Practice G**

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

Wilkes County Schools uses an Advisory Committee made up of teachers, administrators, counselors, parents/guardians and additional stakeholders to elicit feedback about the AIG program. The committee meets four times a year to discuss the program and if it is effectively serving the needs of our AIG population while adhering to the plan. The AIG Coordinator also meets regularly with teachers, support staff and administrators during PLC's, principal meetings, and data teams to discuss the strengths and weaknesses of the AIG and ways to better serve our students and make the program stronger. Other opportunities to elicit feedback from students, parent/families/guardians, teachers and other stakeholders include: parent/guardian, teacher, and student surveys distributed at the end of the school year, annual DEP meetings, parent/guardian conferences, principal meetings (elementary, middle, and high), parent/guardian nights at the individual schools, transition meetings between elementary, middle, and high school, and high school registration meetings.

*** Practice H**

Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

As stated by Article 9B, a comprehensive program evaluation is conducted every three years in preparation for a new AIG plan. In preparation for writing the new plan, multiple sources of data are used to review the current plan and the AIG program as a whole. The sources include, but are not limited to: examining data from parent/guardian, teacher, and student surveys, using EVAAS data to examine growth and trends at individual schools and using teacher reports to examine teacher impact, information provided from advisory and student groups, data from professional development evaluations, drop out rates, and evaluation results from EOG/EOC's, ACT, and AP courses. In addition to the required three year plan cycle, Wilkes County

Schools continually reviews the effectiveness of the AIG plan. A mid-year review is conducted by the AIG Coordinator to determine if the plan is being implemented and what still needs to be completed. The AIG Advisory Committee meets twice a year to make necessary changes to improve the program for our gifted students. Monthly meetings are also held with principals (elementary, middle, and high) to discuss the AIG program and the adjustments that need to be made.

*** Practice I**

Shares all data from local AIG program evaluation with school and district personnel, students, parents/guardians, families, and other community stakeholders.

Wilkes County Schools shares all data from the evaluation of the local AIG program to the public. The evaluation results from the AIG plan and program are reported to the public and to other stakeholders in a variety of ways. The AIG coordinator will present the data at the monthly administrators' meeting which is attended by all principals and Central Services directors. The data from the evaluations will also be posted on the LEA website. The advisory committee will also meet after the evaluation data is returned and discuss the data presented and determine how changes can be made (if any are needed). The results of the evaluation will also be included in the AIG brochure that is made available at all schools and the Central Services lobby. AIG program data will also be shared with the principals and Central Services directors at the annual administrative conference at the end of each school year.

*** Practice J**

Safeguards the rights of all AIG students and their parents/guardians 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.

The AIG program in Wilkes County Schools safeguards the rights of all AIG students. The AIG plan provides safeguards that include:

Identification and Placement:

An AIG brochure is available that includes information regarding identification, placement, and service options available in every school K-12 (English and Spanish) and the identification criteria is included in the brochure as well as posted on our LEA's website. Each student who is referred for consideration into the AIG program must have a signed consent form before

testing can occur. This consent form is available in English and Spanish. Parents/guardians are informed of their child's placement and they are given the option of meeting with the AIG coordinator through Zoom or in person to discuss placement options and the required paperwork.

Reassessment Procedures:

All students who are not identified during 3rd grade can be reassessed during the summers as long as it is one calendar year from the previous testing session. The AIG coordinator gathers referrals from teachers and parents/guardians in the spring and works with the accountability department to gather EOG/EOC data from all students who score level 5's and are not currently identified. No student is denied testing based on EOG/EOC scores. Students who are identified as gifted in one area can be reassessed during the summer testing sessions if an aptitude score is needed to identify that student in an additional area.

Reevaluation Process:

Once a student is identified as gifted in Wilkes County, the parent is the only one that can request that the identification be removed. If the student is experiencing issues in the classroom, individual attention is given to that student to determine where the problems lie and strategies are incorporated to help. The student's DEP can be adjusted to help with the progress as well. If the parent still feels as though the student is not meeting the challenges of the gifted program, he/she can remove the child.

Transfer Students:

Students who have transferred into Wilkes County Schools from another LEA within the state, are placed in our gifted program. Once the paperwork arrives, the student's scores and service options are evaluated and a DEP is created that meets the program in our LEA. We honor all gifted services from other LEA's. If a student transfers into Wilkes County Schools from another state, we determine placement based on data that we receive from the former school district. If the state's data is not compatible with our district or if the scores do not match our criteria, the student is retested using our tests and criteria and then a decision is made based on results.

Due Process: What If Parents Disagree?

If parent/guardian disagrees with any decision of the Gifted Services Team regarding referral, identification, or services, the following procedure are followed:

1. The parent/guardian may request in writing a conference with the Gifted Services Team. At the meeting, the team will explain the reasons for their decision. If the decision concerns test results, parents have a right to submit results of an independent educational and intellectual evaluation. The independent evaluation must be conducted by a qualified examiner who is not employed by the education agency responsible for the child's education. The school system does not pay for independent evaluations.
2. If parent/guardian still disagree with the committee's decision, the parents/guardians may appeal the decision by making a written request to the AIG Coordinator within 30 days of the conference with the committee. The Coordinator will summon a review team of three individuals who have not been involved in prior decision making for the student: a psychologist, an AIG teacher from another school, and a classroom teacher. The team will examine all data and render a decision within ten school days of the parent/guardian request. The team will provide a written decision to the parent/guardian within five days of the review team's meeting.
3. If the review team's decision fails to resolve the disagreement satisfactorily, the parent/guardian may appeal to the superintendent. The appeal to the superintendent must be made within five days of receipt of the team's decision. He/She will review the concern within five days of receipt of the appeal. The superintendent will respond in writing within ten school days concerning the outcome of his review to the parent/guardian and the coordinator.
4. If the superintendent's decision fails to resolve the disagreement satisfactorily, the parent/guardian may appeal to the Board of Education. The appeal must be made in writing within ten days of receiving the superintendent's response. The Board will offer a final written decision within thirty days.
5. If the Board's decision fails to resolve the disagreement satisfactorily, the parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The hearing will be limited to considerations of (1) whether the local school unit improperly failed to identify the student as academically or intellectually gifted or (2) whether the local plan of services for the student has been implemented appropriately. Following the hearing, the administrative law judge will make a decision based on the findings of fact and conclusions of law. The decision of the administrative law judge becomes final, is binding on all parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. Attorney fees are the responsibility of the parent/guardian



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*** Ideas for Strengthening the Standard**

- More members of the AIG department to help monitor the plan
- A strategy to monitor new teachers who have completed the AIG training in other districts

Planned Sources of Evidence

- * Parent/Guardian Bill of Rights
- * AIG High School Data Collection Google Form
- * Progress reports in K-8

Documents		
Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	 Parents Bill of Rights  AIG High School Data Collection  K-5 Progress Report

Local Board of Education Approval

Wilkes County Schools (970) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

05/02/2022 

Original Application Submission Date: 05/05/2022

Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>Wilkes County Schools Board Approval</u>

AIG Related Documents

Wilkes County Schools (970) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 Wilkes County Schools Board Approval
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	 Identification Chart  Cogat Parent Letter  Summer Testing Letter
AIG Standard 2 Additional Resources	N/A	 Science Zoom Sessions  Science Camps  Cogat Presentation
AIG Standard 3 Additional Resources	N/A	 7th Grade Advanced Math Pacing  K-5 DEP

		<p> <u>Poetry Out Loud Program</u></p> <p> <u>Teaching and Learning Framework Poster</u></p> <p> <u>NWRESA AIG Training</u></p> <p> <u>Professional Development Survey.</u></p>	
AIG Standard 4 Additional Resources	N/A	<p> <u>Parent Brochure</u></p> <p> <u>College Fair</u></p> <p> <u>College Admissions</u></p>	
AIG Standard 6 Additional Resources	N/A	<p> <u>Parents Bill of Rights</u></p> <p> <u>AIG High School Data Collection</u></p> <p> <u>K-5 Progress Report</u></p>	

Glossary

Wilkes County Schools (970) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition
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 The Local AIG Plan glossary is provided in an uploaded document.