Overview: Mission/Vision Statement and Funding

Winston Salem / Forsyth County Schools (340) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* LEA Superintendent's Name:

Tricia McManus

* LEA AIG Contact Name:

Edwards, Erin - ebedwards@wsfcs.k12.nc.us

Winston Salem / Forsyth 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 Winston Salem / Forsyth County Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

The Winston-Salem/Forsyth County Schools Vision Statement: Winston-Salem/Forsyth County Schools will be the best place to learn and work through excellence, collaboration, and inclusiveness.

The Winston-Salem/Forsyth County Schools Mission Statement for AIG: Winston-Salem/Forsyth County

Schools Advanced Learning Department's mission is to provide intentional learning environments that will accelerate, enrich and extend knowledge for students who exhibit academic potential and achievement, in order for them to become future leaders who possess the intellectual skills, attitudes and character traits needed to be successful in the rapidly changing world.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 3,618,783.50	* $ 570,707.00	* $ 0.00	* $ 0.00

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.

Winston-Salem/Forsyth County Schools sets procedures for both the referral and screening of students for AIG identification beginning with kindergarten and continuing through twelfth grade. Training on referral and screening procedures will be provided to school contacts by the Advanced Learning Team. School contacts may include: AIG Coordinators, Catalyst teachers, School Counselors, classroom teachers, administrators and Instructional Facilitators.

Referral Process

- The Academically Intellectually Gifted Program Placement Team (AIGPPT) at any school can recommend a student in kindergarten through twelfth grade for screening for AIG services by completing the "Recommendation for AIG Screening Referral" form.
- The AIGPPT should consider students who demonstrate high performance in the classroom who also have language patterns, experiences, or cultural differences that may make it challenging to demonstrate potential through standardized testing. This should include looking at the top 10-20% of building norms, students who are being served through the LIFT (Leading Instruction and Fostering Talent) Program, and students who are enrolled in advanced and accelerated courses.
- Students in high school may self-refer themselves by contacting the school AIGPPT.
- If a parent feels their child should be referred for AIG screening, they should contact the classroom teacher or AIG Coordinator who will then complete the request with the AIGPPT.
- Rescreen referrals may be completed for current AIG students who are consistently performing two grade levels above to be rescreened for HAG.
- Kindergarten, first, and second grade students should only be referred by the AIGPPT for screening if they are consistently working 2 grade levels above.
- The following information should be provided on the referral form if applicable for the student:
    - Description of why the student shows a need for gifted education services (can include work samples, teacher observation, etc.)
    - Standardized Aptitude Test Scores
    - Standardized Achievement Test Scores
    - Identification as gifted in another school district. (The child will remain identified as gifted but will have a referral form completed in order to be labeled in the student services system for WS/FCS.)
    - Diagnostic Data (such as mClass, iReady, etc.)
    - Past 2 Years EOG/EOC Scores
    - Current Year Grades
- If screening is needed, the parent/guardian will be contacted for permission to screen the student.
- If screening is denied by the school AIGPPT, the parent/guardian may contact the Advanced Learning Director to appeal. The Advanced Learning Director will determine if the student is eligible for AIG screening.
- If permission is granted by the parent/guardian, the student will go through the screening process.

Screening Process

- All second grade and fifth grade students are administered a universal screening with an aptitude test in the fall.. The Cognitive Abilities Test (CogAT) is the primary tool used unless the student needs an alternative test that cannot be completed with the CogAT, due to language or other barriers. If a student is enrolled in a dual

immersion language class, or if barriers exist, the school has the option to administer the Naglieri (NNAT-3).

- If a student is approved for screening through the "Recommendation for AIG Screening Referral" form, they will first be given an aptitude test. The Cognitive Abilities Test (CogAT) is the primary tool used unless the student needs an alternative test due to language or other barriers. If barriers exist, the student is administered the Naglieri (NNAT-3).
- Students who score a minimum of 77% on their aptitude test (composite or any subtest) will be eligible for an achievement test in math and/or reading.
- Once the initial screening is complete, students will then proceed through the Gifted Identification Pathways as described in Practice B.

Parents/guardians will be informed of screening results and placement decision for their child. Parents/guardians must provide consent for their child to receive AIG services prior to services being provided.

*** 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.

Winston-Salem/Forsyth County Schools has established Gifted Identification Pathways for the purpose of identifying students who exhibit a need for gifted education services.

WS/FCS Gifted Pathways

The following pathways will be used to identify students in WS/FCS as having a need for gifted education services. Please note that local norms will be used for identification. For aptitude tests, the age or grade percentile may be used to assess the need for services. School staff will be trained on the gifted pathways and procedures for assessing students.

- **Highly Academically Gifted (HAG)**
  - Students qualify for HAG services if they meet one of the following criteria:
    - Composite aptitude score of 98 or higher **AND** achievement average (reading and math combined) of 98 or higher
    - Combined composite aptitude score and achievement average (reading and math combined) of 195
  - Students are eligible for HAG rescreening if they have a 95 or higher score on composite aptitude or achievement average score (reading and math)
- **Academically Intellectually Gifted (AIG)**
  - Students may qualify for AIG services in reading, math or both reading and math.
  - Students qualify for AIG services if they meet both of the following criteria:
    - Aptitude score of 95 or higher in one of more of the following subtests:
      - Verbal - reading
      - Nonverbal and/or quantitative - math
      - Composite - reading and math
    - Reading and/or math achievement score of 95 or higher in same subject as aptitude scores (achievement average score can be used)
- **Academically Gifted (AG)**
  - Students may qualify for AG services in reading, math or both reading and math.
  - Students must have a current aptitude and achievement test (within the past 18 months).
  - Students qualify for AG services if they meet 3 of the indicators below, with at least one being in bold::
    - **Aptitude score of 90 or higher in any subtest or composite**
    - Students must score at least 77% on aptitude (composite or subtest in same area) to qualify for an achievement test.
    - **Reading and/or math achievement score of 85 or higher in the same subject as the aptitude score (verbal-reading, non-verbal and/or quantitative-math)**
    - For students in 3rd through 12th grade: Classroom grade average of 90 or above in the same subject(s) as other qualifying data
    - For students in kindergarten through 2nd grade: Report card average of 3.5's in the same subject(s) as other qualifying data
    - Qualifying score on locally-normed Gifted Characteristics Checklist (to be completed by the current teacher of qualifying subject(s) during the screening window)

        - Qualifying score on reading and/or math performance task in same subject as qualifying grade average, aptitude score or achievement score (for students in grades K-8 only)
    - Students are eligible for AG rescreening if their achievement score is between 80-84 (achievement rescreening should be conducted before performance task administration).
- **Intellectually Gifted (IG)**
    - Students may qualify for IG services in reading, math or both reading and math.
    - If students do not qualify for another gifted pathway and meet the following criteria, they qualify for IG services:
        - Aptitude score of 96 or higher in one or more of the following subtest(s):
            - Verbal - reading
            - Nonverbal and/or quantitative - math
            - Composite - reading and math

Screening Timeline

Screening for AIG identification will be completed using the following timeline. Results for fall screening will be shared with parents/guardians and school staff by the end of the first semester. Results for spring screening will be shared by the end of the second semester. Summer results will be shared prior to the start of the school year. **Following Fall and Spring screening windows, students who are eligible for further AIG screening should be placed in a LIFT (3-5) or accelerated math (6-8) and/or advanced ELA (6-8) course.**

- **Fall**
    - Universal Second Grade Aptitude Screening
    - Universal Fifth Grade Aptitude Screening (exception is for HAG identified students)
    - Universal New to District Aptitude Screening
    - Fifth Grade Screening (achievement, performance task) if qualified
    - New to District Screening (achievement, performance task) if qualified
- **Spring**
    - Second Grade Achievement Screening for qualifying students
    - Recommendation to Rescreen forms are completed and reviewed by AIGPPT (dates are shared by the Advanced Learning office)
    - Aptitude and Achievement Screening for students recommended to rescreen
    - Performance Task Administration (for grades K-8)
    - New to District Screening post Fall testing window (aptitude, achievement, performance task if qualified)
- **Summer**
    - Residential Screening (aptitude, achievement, performance task if qualified)

Performance Task Process

The performance task process is a component of the WS/FCS AG identification pathway. Students in kindergarten through eighth grade may be administered performance tasks if they qualify for the opportunity through the identification pathways.

- **Purpose:** The performance task process was designed to be a qualitative measure for identifying students for gifted services who would not have been identified via aptitude and achievement scores alone.
- **What is it:** A performance task is a purposeful collection of student work that shows a student's efforts, progress and achievements in one or more areas. This performance task will show the student's strengths in multiple areas, including core areas of Language Arts and Math. It gives a well-rounded profile of the learner's abilities with regard to NC State Standards for second grade.
- **What does it look like:** The entries in the performance tasks will demonstrate learning in multiple competencies. The students are offered an array of objectives.
- **When and where is it administered:** The assessment will take place at the child's home school during the normal school day. The students will have one session (per subject area) to complete three tasks that showcase abilities. They will be given one hour to work on each task, for a total of three hours of work time. The tasks will be

fully explained before they begin working.

- **How will it be assessed:** The performance tasks contain a rubric specific to the tasks. Each performance task will be evaluated by a team using the same criteria. The team will consist of AIG catalysts and advanced learning team members. Student names and school will be hidden during the scoring of the performance task
- **Who will administer the performance tasks:** The AIG Catalyst or AIG Coordinator or school designee will administer the performance tasks. The administrator of the task will be trained by an instructional member of the advanced learning department on procedures for administering the tasks. If needed, a member of the Advanced Learning team may administer the tasks.

Testing Instruments

The following instruments are used for AIG screening in WS/FCS. The Naglieri aptitude test and the Logramos achievement test should be used as alternative tools based on student needs including language barriers. The AIG coordinator at the school should confer with the Advanced Learning Department when an alternative assessment is needed. Testing documentation is considered valid if it was conducted within the last 18 months. After 18 months, a new assessment will need to be administered.

- **Aptitude Screening**
  - Cognitive Abilities Test (CogAT)
  - InView
  - Naglieri (NNAT-3)
- **Achievement Screening**
  - Iowa Test of Basic Skills
  - TerraNova
  - Logramos
  - NC End-of-Grade Test
  - NC Beginning-of-Grade Test (3rd grade)
  - NC End-of-Course Test

New to District Students

Students who transfer to WS/FCS from another school system will have their paperwork assessed at the school level upon enrollment. The school will consult with the Advanced Learning Department to coordinate paperwork and any screening that is necessary to evaluate the student for gifted services.

- If a new student was identified as gifted in their previous school system, they will retain their gifted identification in WS/FCS. The student will not need to be reassessed.
- If a new student, who was not previously identified as gifted, does not have current screening data, they will be administered an aptitude test to determine if they need additional testing for evaluation of the need for gifted services. (Current data is considered within the last 18 months.)
- Once administered the aptitude test, it will be determined if additional testing is needed.

Private Evaluations

Parents/guardians may submit independent evaluations by NC licensed private psychologists for consideration for gifted education services. Independent evaluations must be administered, scored, documented and signed by a licensed NC psychologist. The use of the same instrument within 12 months will not be accepted. The following steps must be followed if requesting permission for a private evaluation:

1. Parents/guardians should communicate with the school's AIG coordinator and classroom teacher prior to seeking an independent evaluation. During this communication, a discussion of the child's current assessment completed by WS/FCS will be discussed as well as current academic progress.
2. Students must have already tested for gifted services with WS/FCS and scored an 80 percentile or higher on their aptitude and achievement assessment (subtest or composite) prior to moving to step 3. Either the WS/FCS administered aptitude or achievement test score must be utilized to determine eligibility for AIG identification.
3. If the team agrees that the request for a private evaluation should be granted, they will complete the "Permission for Independent Evaluation" form labeled AIG-2. The AIG-2 form documents the psychologist's adherence to district guidelines in the administration of an acceptable evaluation instrument.

4. Once signed by the team, the AIG-2 form should be submitted to the Director of Advanced Learning for approval. The private evaluation should not proceed before the AIG-2 form is approved by the Director.
5. If the request for private evaluation is approved, the psychologist should complete the AIG-2 and attach the evaluation results.
6. The AIG-2 form and the attached evaluation results should be submitted to the school AIG Coordinator. The AIG Coordinator will then submit the AIG-2 form and the evaluation results to the Advanced Learning Department.
7. The Advanced Learning Department will review the scores and inform the AIG Coordinator of eligibility status for gifted services.

Accepted Testing Instruments

The following tests are accepted by the WS/FCS Advanced Learning Department. Achievement assessments must include the administration of reading and math assessments.

- **Aptitude Assessments**
  - DAS (Differential Abilities Scales - 2nd Ed.)
  - K-ABC-II (Kaufman Aptitude Battery for Children - 2nd Ed.)
  - RIAS (Reynolds Intellectual Assessment System)
  - Stanford Binet V (minimum of six subtests)
  - WISC-V (Weschler Intelligence Scales for Children - 5th Ed.)
  - WAIS-IV (Weschler Adult Intelligence Scales - 4th Ed.) for 16 years of age or older
  - CogAT (Cognitive Abilities Test)
  - NNAT-3 (Naglieri Nonverbal Abilities Test)
  - OLSAT (Otis Lennon Scholastic Ability Test)
  - RAVEN (Raven's Progressive Matrices Test)
  - SFTAA (Short Form Test of Academic Aptitude)
  - TCS-2 (Test of Cognitive Skills)
  - InView
- **Achievement Assessments**
  - SAT (Stanford Achievement Test)
  - CAT-V (California Achievement Test - 5th Ed.)
  - Iowa Assessments
  - MAT (Metropolitan Achievement Test)
  - KTEA-11
  - Terra-Nova-3
  - WJ-IV (Woodcock-Johnson Psychoeducational Battery - 4th Ed.)
  - KTEA - III
  - NC End-of-Grade Test
  - NC End-of-Course Test
  - NC Beginning of Grade Test for 3rd Grade Students
- **Evaluation Instruments Not Accepted**
  - PPVT (Peabody Picture Vocabulary Test)
  - PIAT (Peabody Individual Achievement Test)
  - WRAT (Wide-Range Achievement Test)
  - K-BIT (Kaufman Brief Intelligence Test)
  - Slosson Aptitude Test
  - ERB/CTP Tests of Achievement

Grade Span	Academically Gifted Reading Only	Academically Gifted Math Only	Academically Gifted Reading and Math	Intellectually Gifted	Academically and Intellectually Gifted	Highly Academically Gifted

K-2	Students qualify for AR services if they meet 3 of the indicators below, with at least one being in bold: § **Aptitude score of 90 or higher in Verbal or composite** § **Reading achievement score of 85+** § Report card average of 3.5's in reading § Qualifying score on gifted characteristics checklist § Qualifying score on reading performance task	Students qualify for AM services if they meet 3 of the indicators below, with at least one being in bold: § **Aptitude score of 90+ NV, Q, or composite** § **Math achievement score of 85+** § Report card average of 3.5's in math § Qualifying score on gifted characteristics checklist § Qualifying score on math performance task	Students qualify for AG services if they meet 3 of the indicators below, with at least one being in bold: § **Aptitude score of 90 or higher in V/NV or V/Q or composite** § **Reading and math achievement score of 85+** § Report card average of 3.5's in math & reading § Qualifying score on gifted characteristics checklist § Qualifying score on reading and math performance tasks	Students who do not qualify for another gifted pathway and meet the following criteria, qualify for IG services: § Aptitude score of 96 or higher in one or more of the following subtest(s): · Verbal (qualify for reading) · Nonverbal and/or quantitative (qualify for math) · Composite (qualify for reading & math)	Students qualify for AIG services if they meet both of the following criteria: § Aptitude score of 95+ in one of more of the following subtests: · V (reading) · NV &/or Q (math) · Composite (reading and math) § Reading and/or math achievement score of 95+ in same subject as aptitude scores	Students qualify for HAG services if they meet one of the following criteria: · Composite aptitude score of 98 or higher **AND** achievement average (reading and math combined) of 98 or higher · Combined composite aptitude score and achievement average (reading and math combined) of 195
3-5	Students qualify for AR services if they meet 3 of the indicators below, with at least one being in bold: § **Aptitude score of 90 or higher in Verbal or composite** § **Reading achievement score of 85+** § Classroom grade average of 90+ in ELA § Qualifying score on gifted characteristics checklist § Qualifying score on reading performance task	Students qualify for AM services if they meet 3 of the indicators below, with at least one being in bold: § **Aptitude score of 90+ NV, Q, or composite** § **Math achievement score of 85+** § Classroom grade average of 90+ in math § Qualifying score on gifted characteristics checklist § Qualifying score on math performance task	Students qualify for AG services if they meet 3 of the indicators below, with at least one being in bold: § **Aptitude score of 90 or higher in V/NV or V/Q or composite** § **Reading and math achievement score of 85+** § Classroom grade average of 90+ in math & reading § Qualifying score on gifted characteristics checklist § Qualifying score on reading and math performance tasks	Students who do not qualify for another gifted pathway and meet the following criteria, qualify for IG services: § Aptitude score of 96 or higher in one or more of the following subtest(s): · Verbal (qualify for reading) · Nonverbal and/or quantitative (qualify for math) · Composite (qualify for reading & math)	Students qualify for AIG services if they meet both of the following criteria: § Aptitude score of 95+ in one of more of the following subtests: · V (reading) · NV &/or Q (math) · Composite (reading and math) § Reading and/or math achievement score of 95+ in same subject as aptitude scores	Students qualify for HAG services if they meet one of the following criteria: · Composite aptitude score of 98 or higher **AND** achievement average (reading and math combined) of 98 or higher · Combined composite aptitude score and achievement average (reading and math combined) of 195
6-8	Students qualify for AR services if they meet 3 of the indicators below, with at least one being in bold:	Students qualify for AM services if they meet 3 of the indicators below, with at least one being in bold:	Students qualify for AG services if they meet 3 of the indicators below, with at least one being in bold:	Students who do not qualify for another gifted pathway and meet the	Students qualify for AIG services if they meet both of the following criteria:	Students qualify for HAG services if they meet one of the following criteria:

	§ **Aptitude score of 90 or higher in Verbal or composite** § **Reading achievement score of 85+** § Classroom grade average of 90+ in ELA § Qualifying score on gifted characteristics checklist § Qualifying score on reading performance task	§ **Aptitude score of 90+ NV, Q, or composite** § **Math achievement score of 85+** § Classroom grade average of 90+ in math § Qualifying score on gifted characteristics checklist § Qualifying score on math performance task	§ **Aptitude score of 90 or higher in V/NV or V/Q or composite** § **Reading and math achievement score of 85+** § Classroom grade average of 90+ in math & reading § Qualifying score on gifted characteristics checklist § Qualifying score on reading and math performance tasks	following criteria, qualify for IG services: § Aptitude score of 96 or higher in one or more of the following subtest(s): · Verbal (qualify for reading) · Nonverbal and/or quantitative (qualify for math) · Composite (qualify for reading & math)	§ Aptitude score of 95+ in one of more of the following subtests: · V (reading) · NV &/or Q (math) · Composite (reading and math) § Reading and/or math achievement score of 95+ in same subject as aptitude scores	· Composite aptitude score of 98 or higher **AND** achievement average (reading and math combined) of 98 or higher · Combined composite aptitude score and achievement average (reading and math combined) of 195
9-12	Students qualify for AR services if they meet 3 of the indicators below, with at least one being in bold: § **Aptitude score of 90 or higher in Verbal or composite** § **Reading achievement score of 85+** § Classroom grade average of 90+ in ELA § Qualifying score on gifted characteristics checklist § Qualifying score on reading performance task	Students qualify for AM services if they meet 3 of the indicators below, with at least one being in bold: § **Aptitude score of 90+ NV, Q, or composite** § **Math achievement score of 85+** § Classroom grade average of 90+ in math § Qualifying score on gifted characteristics checklist § Qualifying score on math performance task	Students qualify for AG services if they meet 3 of the indicators below, with at least one being in bold: § **Aptitude score of 90 or higher in V/NV or V/Q or composite** § **Reading and math achievement score of 85+** § Classroom grade average of 90+ in math & reading § Qualifying score on gifted characteristics checklist § Qualifying score on reading and math performance tasks	Students who do not qualify for another gifted pathway and meet the following criteria, qualify for IG services: § Aptitude score of 96 or higher in one or more of the following subtest(s): · Verbal (qualify for reading) · Nonverbal and/or quantitative (qualify for math) · Composite (qualify for reading & math)	Students qualify for AIG services if they meet both of the following criteria: § Aptitude score of 95+ in one of more of the following subtests: · V (reading) · NV &/or Q (math) · Composite (reading and math) § Reading and/or math achievement score of 95+ in same subject as aptitude scores	Students qualify for HAG services if they meet one of the following criteria: · Composite aptitude score of 98 or higher **AND** achievement average (reading and math combined) of 98 or higher · Combined composite aptitude score and achievement average (reading and math combined) of 195 score (reading and math)

Click here to remove the table and use only the narrative field.

* **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.

There are disparities between the demographics of Winston-Salem/Forsyth County Schools and the demographics of identified AIG students in WS/FCS as evidenced by the data below.

Data from WSFCS as of January 2022

Race	Percentage of WS/FCS Students Enrolled	Percentage of WS/FCS Students Identified as AIG	Percentage of NC Students Enrolled	Percentage of NC Students Identified as AIG
American Indian Alaskan Native	0.15%	<1%	1%	1%
Asian	2.57%	6%	4%	8%
Black or African American	29.55%	9%	25%	10%
Hawaiian/Pacific Islander	0.15%	<1%	<1%	<1%
Hispanic	28.7%	9%	20%	9%
Two or More	4.93%	5%	5%	4%
White	33.95%	71%	45%	68%
Total	100%	10.83%	100%	11.7%

To address the underserved populations evident in the AIG program data, WS/FCS implements the following practices:

- A universal aptitude screening with the Cognitive Abilities Test (CogAT) is provided for all second grade, fifth grade students and all new to district students. WS/FCS implements the use of the Alternate Verbal on the CogAT which provides for an alternate score without the Sentence Completion Test, available for kindergarten through 2nd grade only. Use of the Alternate Verbal ensures access for Multilingual Learners.

- In collaboration with the WS/FCS Multilingual Learner (ML) department, assessment directions can be provided in other languages.
- For students identified as Multilingual Language Proficient, the "Native Language Assessment for AG Identification" document is used to guide testing decisions. This is done in collaboration with the ML department.
- We administer alternative assessments needed for Multilingual Learners including the Naglieri and Logramos to allow equal access to testing.
- Academically Gifted (AG) Identification Pathway which allows the option for students to qualify for gifted education services through multiple measures which do not rely solely on test scores. (See Pathways in Standard 1, Practice B)
- For twice-exceptional students, students will be provided with accommodations and modifications for testing.
- For twice-exceptional students, AIG services will be adjusted as needed to ensure support for their academic area of strength as well as their area of disability. Appropriate modification will be provided in order to comply with their IEP goals.
- The Advanced Learning team collaborates with the WS/FCS ML Department to provide professional development to WS/FCS staff in nurturing the potential of underrepresented populations by providing rigor for all students.
- Open course enrollment procedures are used for students in sixth through twelfth grade. Training is provided to school counselors on how to encourage students to take the most rigorous courses possible. Students and parents complete the enrollment process and are able to choose the courses that are the best fit for them without AIG identification being a factor. Course options include: accelerated, advanced, Honors, Seminar, Pre-AP, Advanced Placement (AP), International Baccalaureate (IB) and College and Career Promise (CCP), and North Carolina School of Science and Math (NCSSM).
- Advancement Via Individual Determination (AVID) programs have been added at multiple sites throughout the district to prepare students for rigorous coursework and the college pathway.
- Local Norm data from aptitude and achievement screenings will be provided to schools for use in identifying the top 10-20% of students at each school. Schools may also utilize building norms to determine the top 10-20% of students in their school.
- The LIFT (Leading Instruction and Fostering Talent) Program will be used to nurture the potential of students in kindergarten through second grade as well as students who are showing potential but not identified as AIG in third through fifth grade.
- Students who are identified as AIG and are struggling with one or more areas may be referred to the school student services team (MTSS team), for further support for the student and the teacher.

* **Practice D**

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

WS/FCS employs school personnel at each school site to oversee testing. This may include AIG Coordinators, AIG Catalyst teachers, administrators, School Counselors, Instructional Facilitators or a principal designee. The testing personnel at each school work with the Academically Intellectually Gifted Program Placement Team (AIGPPT) to facilitate the referral, screening and identification process for gifted services. Testing personnel at each school receive training prior to testing windows on testing policies, procedures, expectations and evaluation instruments. The training is coordinated and provided by the Advanced Learning Department and testing procedure and policy documents are posted to the Advanced Learning Canvas page and in the AIG Coordinator/Catalyst handbook. Testing date windows and training dates are listed on the WS/FCS testing calendar. Advanced Learning referral, screening and identification information is provided to principals through leadership meetings and the district principal newsletter. Testing procedures and policies are reviewed annually.

The "Student Eligibility and Placement Record" (AIG 1) is completed for all students screened for gifted education services. This form is signed by members of the AIGPPT as well as the parent/guardian. A copy of this form should be provided to the parent, placed in the student AIG/cumulative folder and provided to the Advanced Learning Department. The Advanced Learning Department is responsible for the review of AIG 1 and all other testing documents.

Upon the completion of each testing window, a talent pool list should be created at the school level and shared with the Advanced Learning Department. The talent pool list should include any students who show potential but did not qualify for gifted education services. These students should be monitored and reconsidered for additional screening in future testing windows. It is recommended for students on the talent pool list to receive services through the LIFT program (grades 3-5) as described in Standard 2 or through enrollment in advanced courses (grades 6-12).

* **Practice E**

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

The Advanced Learning Department and the AIG Coordinator at each school communicate information with stakeholders through various forms including websites, phone calls, emails, information sessions and written communication. Information sessions for parents regarding the AIG and HAG programs should be held at least once a year at each school. School personnel and the Advanced Learning Department communicate with parents regarding student referral, screening and identification through letters, email, phone calls and conferences as needed. Parents are provided with a copy of "Parent Rights" as well as "Procedures to Resolve Disagreements" to ensure they understand their rights as it pertains to gifted education services. As students move through the screening process, parents are also provided with the "Student Eligibility and Placement Record" (AIG 1) which details the progress of their child on the screening assessments. Translators from the Multilingual Learner Department assist with conferences as needed to ensure parents can receive the information in their native language.

The Advanced Learning Director and team meet throughout the year with AIG Coordinators, AIG Catalysts, School Counselors, administrators, Instructional Facilitators, advanced teachers, and the AIG Advisory Committee. The purpose of these meetings is to keep the schools, parents and community informed of the AIG program implementation. The Advanced Learning Department also collaborates with members of Instructional Services in order to ensure all content areas and specialty areas are informed of the AIG program implementation. Through collaboration with the ML Department, AIG documents and communications are translated into other languages.

Documents available on the WS/FCS Advanced Learning Website Include:

- Advanced Learning Department Contact Information and Roles
- AIG Advisory Committee
- AIG Plan for Services
- Credit by Demonstrated Mastery
- Early Admission to Kindergarten
- Frequently Asked Questions
- Governor's School Information
- Parent Resources
- Residential Screening
- Summer Program Information
- Winston-Salem/Forsyth County PAGE Chapter

Documents detailing each program offered by the Advanced Learning Department are also available. These are one-page documents on the following offerings:

- Advanced Learning
- Advanced Placement (AP)/College and Career Promise (CCP)
- Advancement Through Individual Determination (AVID)
- Credit by Demonstrated Mastery (CDM)
- Governor's School
- International Baccalaureate (IB)
- Leading Instruction and Fostering Talent (LIFT)/AIG/HAG
- Secondary Opportunities

* **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 Advanced Learning Department and school staff work collaboratively to gather and analyze AIG identification data for each student that is screened. The following process is followed once a student completes their screening for gifted education services:

- The "Student Eligibility and Placement Record" (AIG 1) is completed for the student by the Advanced Learning Department and provided to school staff.

- School staff should disseminate the AIG 1 information to parents informing them of the identification decision and collect signatures. If the student is eligible for gifted education services, the parent/guardian may accept or decline the services on the AIG 1. A copy of the signed AIG 1 form should be provided to the parent, the Advanced Learning office and placed in the student's AIG folder.
- If services are accepted, the Advanced Learning Data Manager will enter the student identification into the PowerSchool system.
- An AIG folder will be created for each student who is identified as being gifted. All AIG documents must be stored in the student's AIG folder.
- At the beginning of the school year, the appropriate school staff will complete a Differentiated Education Plan (DEP) for each HAG/AIG identified student. Once the DEP is created, the school staff will meet with the parent/guardian and student (if applicable) to discuss the DEP document. At the meeting, all parties will sign the DEP document. A review of the DEP document will be held at the end of the school year and at other times as needed. The DEP will be kept in the student's AIG folder.

Components of the Differentiated Education Plan (DEP)

- Meeting Dates
- Student Eligibility Area
- Service Model to be Provided
- Student Identification Sources
- Present Level of Academic Performance
- Academic Needs
- Present Level of Social Development
- Social Development Needs
- Annual Measurable Goals
- Committee Participants
- DEP Distribution List

*** Ideas for Strengthening the Standard**

- Develop system for tracking the data of AIG/HAG students by the service model they are receiving
- Provide guidance (checklist) for what documentation should be included in student AIG folders
- Develop system for tracking the progress of LIFT students
- Expand use of building norms to better identify underrepresented populations
- Develop a system for tracking student success in LIFT and/or advanced/accelerated courses
- Develop a system to implement an identification pathway from LIFT to gifted identification
- Continue to strengthen services provided to twice-exceptional students
- Consider the use of a parent checklist as an additional measure of identification criteria
- Consider the use of the pre-ACT as a universal screening tool for tenth grade students
- Consider the use of the pre-SAT as an aptitude assessment tool for AIG identification

Planned Sources of Evidence

* Assessment results
* Student Identification Reports from PowerSchool
* Scored Performance Tasks
* Attendance Rosters from Parent and Student Sessions
* Advanced Learning Department Webpage

* AIG Catalyst/Coordinator Handbook
* AIG-1, AIG-2 and other AIG Forms
* Documents in alternate languages
* 3-5 LIFT Rosters and Student Progress Data 6-12 Student Progress Data in advanced level courses
* Referral Documentation

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 1 Additional Resources	N/A	Appendix 3 Gifted Identification Pathways Blank

Winston Salem / Forsyth County Schools (340) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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.

The Winston Salem/Forsyth County Schools AIG program strives to meet the academic, intellectual, social and emotional needs of gifted learners through a variety of services including acceleration, targeted enrichment, and extension across the K-12 continuum. The WS/FCS AIG program provides professional development and engages in collaborative efforts with other departments to create programming options to meet the needs of gifted students.

Services Offered For Highly Academically Gifted (HAG) Students

- **Students in Grades K-2**
  - Consultative, pull-out or push-in model in collaboration with classroom teacher, AIG Catalyst, school counselor and Instructional Facilitator.
- **Students in Grades 3-5**
  - Full-day cross-curricular model clustered at two district sites, Brunson Elementary and Southwest Elementary Schools.

    - Homogenous groups of HAG identified students are taught by AIG certified teachers (with AIG licensure or who have completed/in process of completing local AIG credentialed course), with additional collaboration among AIG Catalyst, school counselor, and Instructional Facilitator.
    - Subject acceleration two years above grade level in Math and ELA
- **Students in Grades 6-8**
    - Full-day cross-curricular model clustered at one district site, Hanes Magnet Middle School, with accelerated ELA and Math at two grade levels above, and extended Science and Social Studies.
    - Homogenous groups of HAG identified students are taught by AIG certified teachers for ELA and Math (with AIG licensure or who have completed/in process of completing local AIG credentialed course), with additional collaboration among other core teachers, school counselor and Instructional Facilitator.
- **Students in Grades 9-12**
    - Students are encouraged to enroll in advanced courses in order to pursue their specific interests and goals.
    - All high school students have access to the following advanced courses:
        - Honors, Seminar, Pre-AP, and Advanced Placement (AP) level courses
        - Alternative programming options such as: Credit by Demonstrated Mastery (CDM), Dual Enrollment, College and Career Promise (CCP), and the Career Center
        - Magnet programs focused on student interests in Visual and Performing Arts, Health Sciences, STEM/STEAM, IB, and College and Career
          Social and Emotional Learning (SEL) coaches and school counselors collaborate with AIG personnel to address the academic and social and emotional needs of the students.

<u>Services Offered for Academically and Intellectually Gifted (AIG) and Academically Gifted (AG) Students</u>

- **Students in Grades K-2**
    - Consultative, pull-out or push-in model in area of identification in collaboration with classroom teacher, AIG Catalyst, school counselor and Instructional Facilitator.
- **Students in Grades 3-5**
    - Whole-day, half-day, pull-out or push-in model in area of identification in collaboration with classroom teacher, AIG Catalyst, school counselor, and Instructional Facilitator.

    - Students receive accelerated instruction in Math and/or ELA, according to identification area by AIG certified teacher(s) (with AIG licensure or who have completed/in process of completing local AIG credentialed course)
    - Acceleration in Math and/or ELA one grade level above
- **Students in Grades 6-8**
    - Students receive accelerated instruction in Math and/or ELA, according to identification area, by AIG certified teachers ((with AIG licensure or who have completed/in process of completing local AIG credentialed course)
    - Acceleration one grade level above in Math and/or ELA
- **Students in Grades 9-12**
    - Students are encouraged to enroll in advanced courses in order to pursue their specific interests and goals.
    - All high school students have access to the following advanced courses:
        - Honors, Seminar, Pre-AP, and Advanced Placement (AP) level courses
        - Alternative programming options such as Credit by Demonstrated Mastery (CDM), Dual Enrollment, College and Career Promise (CCP), and the Career Center
        - Magnet programs focused on student interests in Visual and Performing Arts, Health Sciences, STEM/STEAM, IB, and Careers
        - Social and Emotional Learning (SEL) coaches and school counselors collaborate with AIG personnel to address the academic and social and emotional needs of the students

<u>Services Offered for Intellectually Gifted (IG) Students</u>

- **Students in Grades K-2**
    - Consultative, pull-out or push-in model in area of identification in collaboration with classroom teacher, AIG Catalyst, school counselor and Instructional Facilitator.
- **Students in Grades 3-5**
    - Consultative, pull-out or push-in model in area of identification in collaboration with classroom teacher, AIG Catalyst, school counselor and Instructional Facilitator.
- **Students in Grades 6-8**
    - Consultative or accelerated instruction in Math and/or ELA, according to identification area, by AIG certified teachers (with AIG licensure or who have completed/in process of completing local AIG

credentialed course)

- **Students in Grades 9-12**
  - Students are encouraged to enroll in advanced courses in order to pursue their specific interests and goals.
  - All high school students have access to the following advanced courses:
    - Honors, Seminar, Pre-AP, and Advanced Placement (AP) level courses
    - Alternative programming options such as Credit by Demonstrated Mastery (CDM), Dual Enrollment, College and Career Promise (CCP), and the Career Center
    - Magnet programs focused on student interests in Visual and Performing Arts, Health Sciences, STEM/STEAM, IB, and Careers
  - Social and Emotional Learning (SEL) coaches and school counselors collaborate with AIG personnel to address academic and social and emotional needs of the students.

Services Offered for LIFT Students

Students in Grades K-2

- Consultative, pull-out or push-in model to provide rigorous and challenging learning opportunities for ALL students in grades K-2 through collaboration with classroom teacher, AIG Catalyst, school counselor, and Instructional Facilitator.

- **Students in Grades 3-5**
  - Half day, pull-out or push-in model of acceleration in area of high ability, in collaboration with classroom teacher, AIG Catalyst, school counselor, and Instructional Facilitator
  - Students who score in the top 10-20% on aptitude and/or achievement test(s) in any subtest or composite (utilizing building norms) and do not qualify for gifted identification are eligible for placement in the LIFT program.

Additional Opportunities for Advanced Learning

- **International Baccalaureate (IB)**
  - IB programmes are available for K-12 students and are clustered at three schools, Speas Global Magnet Elementary School, Paisley IB Magnet School, and Parkland IB Magnet High School.

    - IB Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP) and Career Related (CP) Programmes are offered.
- **Advancement Via Individual Determination (AVID)**
    - AVID (Advancement Via Individual Determination) is a nonprofit organization that changes lives by helping schools shift to a more equitable, student-centered approach. AVID schools receive professional development, a suite of resources, and ongoing support to ensure a lasting impact that maximizes their return on investment. AVID works with schools to align with their goals to accelerate and enhance the work that is already happening. In AVID Secondary schools, an AVID Elective course is offered for one period a day. Students receive the additional academic, social, and emotional support that will help them succeed in their school's most rigorous courses.
- **Magnet School Programs**
    - Magnet schools support comprehensive AIG services across the K-12 continuum. In addition to IB Programmes, WS/FCS incorporates thematic magnet strands in Multiple Intelligences, College and Career Program, Visual and Performing Arts, STEM/STEAM, and Medical studies.

Click here to remove the table and use only the narrative field.

* **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.

The social and emotional traits of gifted students include enhanced manifestations of divergent thinking, excitability, sensitivity, perfectionism, perceptiveness, and self-awareness. Students in underrepresented populations in gifted education such as EC, Multilingual Learners (ML), students of color, twice-exceptional, underachieving, economically disadvantaged, gifted, potentially gifted, and highly gifted students may have even more specialized needs in order to maximize their potential.

There is an AIG Program Placement Team (AIGPPT) at each school to ensure appropriate identification, placement, and services for students needing specialized curriculum and instruction. This team is composed of the AIG Coordinator,

school counselor, AIG Catalyst Teacher (for grades K-5), AIG certified teacher (for grades 6-12), an administrator, and a regular classroom teacher. The AIGPPT works in collaboration with various school personnel such as classroom teachers, Exceptional Children (EC) teachers, counselors, psychologists, coaches, mentors, Social and Emotional Learning (SEL) coaches, etc. to provide comprehensive services for our gifted students. Encompassing a variety of stakeholders ensures the student's social, emotional, academic and intellectual needs are met. The AIGPPT team meets as needed throughout the school year.

The Advanced Learning Department coordinates collaborative efforts with the Student Services department in order to provide specialized training for school personnel on supporting the unique social and emotional needs of gifted learners. The needs of special populations such as: EC, Multilingual Learners (ML), students of color, twice-exceptional, underachieving, economically disadvantaged, gifted, potentially gifted, and highly gifted students are addressed in order to support their overall success. SEL coaches are available to provide specific resources for teachers and school personnel ranging from large group professional development to one-on-one coaching. School counselors are also trained and available to counsel gifted students on a consultative basis as needed.

* **Practice C**

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

The Advanced Learning Department collaborates with departments in Instructional Services and Student Services to integrate and connect AIG services with other programs and resources. The team works closely with content directors for ELA, Math, Science and Social Studies to create Unit Planning Organizers (UPO) that incorporate differentiated learning opportunities for gifted students, and train school personnel how/when to use them. The Advanced Learning Department also collaborates with the EC and ML departments to provide appropriate differentiated instruction for twice-exceptional and ML students. These instructional resources are a supplement to the North Carolina Standard Course of Study.

The Advanced Learning Department utilizes the WS/FCS Instructional Framework to embed AIG programming consistent with district guidelines and policies. Consistency in curriculum, pedagogy, and program model expectations are communicated with school administrators, instructional leaders, AIG Coordinators, AIG Catalysts, and classroom teachers. Professional development opportunities are provided in conjunction with other departments within the Instructional Services and Student Services departments. Joint training is provided by the Advanced Learning Director, Lead AIG Teachers, other content directors, program managers, and content coaches for classroom teachers, AIG Coordinators, AIG

Catalysts, school-based AIG teachers, classroom teachers, counselors, school-based instructional leaders, and administrators.

The Advanced Learning Department focuses on efforts to provide resources and support for school personnel that instruct gifted students. The following resources have been provided to schools:

- AIG/HAG Math Pacing Guides
- ELA Unit Planning Organizers
- AIG Booster Shots Developed by DPI
- AIG Learning Labs Developed by DPI
- Primary Education Thinking Skills (PET's) for grades K-2
- Junior Great Books (3-8)
- Visible Thinking Strategies (K-5)
- Jacob's Ladder (K-5)
- Mindsets in the Classroom (6-8)
- Creating Cultures of Thinking (6-12)
- College of William and Mary Curriculum Units (reserved for HAG use)
- Primary Math Challenge (K-4)
- Building Education Thinking Skills (K-5)
- Upper Elementary Math Challenge (3-5)

In addition to these resources, WS/FCS has adopted new ELA and Math textbooks with accompanying enrichment resources to help meet the needs of gifted students. I-Ready is also utilized in grades K-8, which include opportunities for student acceleration and enrichment. This, and other blended learning programs also provide data for teachers to use to differentiate their instruction.

* **Practice D**

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

To effectively evaluate student mastery of skills, teachers utilize pre and post-assessments. The data collected from these assessments, in addition to other formative data such as I-Ready, anecdotal notes, etc. are used to group students to provide appropriate differentiated instruction. Homogeneous, flexible, cluster grouping, and pull-out methods provide opportunities to facilitate the achievement and growth of identified gifted students, as well as those with the potential for giftedness. A detailed list of flexible grouping options is provided below.

Flexible Grouping of Students

- HAG students are to be grouped homogeneously at the designated HAG sites. If a student is not enrolled at the designated HAG site, the child will receive AIG services at their school of enrollment.
- It is recommended that AIG students be grouped together for instruction in reading and math. This can be done through one of the following models: pull-out services, push-in services, whole day grouping or half day grouping.
- Best practices show that AIG students perform best when they are cluster grouped with other AIG students. When possible, AIG students should be cluster grouped in an otherwise heterogenous classroom. Cluster grouping ensures that students are provided opportunities to work with students of similar needs, abilities and interests as well as students of varying needs, abilities and interests.
- Leading Instruction and Fostering Talent (LIFT) addresses the needs of students who may demonstrate potential gifted abilities but are not identified as gifted.
    - ALL students in grades K-2 are provided consultative, pull-out or push-in model in order to provide rigorous and challenging learning opportunities through collaboration with their classroom teacher, AIG Catalyst, School Counselor, and/or Instructional Facilitator.
    - Students in grades 3-5, who score in the top 10-20% on aptitude and/or achievement test(s) in any subtest or composite (utilizing building norms) and do not qualify for gifted identification are eligible for placement in the LIFT program. In grades 3-5, LIFT students can be cluster-grouped with AIG students through pull-out, push-in or half/full-day services. LIFT offers support to high-ability students who are not identified as gifted and provides them with more in-depth and complex learning opportunities through targeted enrichment, acceleration, and extension beyond their grade level peers. LIFT students will receive instruction in the area(s) where they have demonstrated high potential.
- Open course enrollment procedures are used for students in sixth through twelfth grade. Students and parents complete the enrollment process and are able to choose the courses that are the best fit for them without AIG identification being a factor. Course options include: Accelerated, Advanced, Honors, Seminar, Pre-AP,

Advanced Placement (AP), International Baccalaureate (IB), and College and Career Promise (CCP).

*** 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 Advanced Learning Director, AIG Lead Teachers, AIG Testing and Compliance Coordinator and AIG Data Manager meet with AIG Coordinators to provide training for testing and information regarding AIG services, state regulations and the local AIG plan.

The Advanced Learning Director, AP Teacher, IB Teacher and Secondary Lead AIG Teacher communicate with high school counselors and administrators regarding AIG service opportunities available for advanced learners in grades 6-12, such as AP, IB, CCP, CDM, NC Governor's School, and Honors, Seminar, and Pre-AP level courses.

The Advanced Learning Director attends principal meetings to share relevant program information as needed.

The Advanced Learning Director and AIG Lead Teachers attend Instructional Facilitator meetings to share relevant information and provide professional development when needed.

The Advanced Learning Director attends the Summer Leadership Retreat for Administrators and presents information relevant to the AIG program. AIG Lead Teachers assist as needed.

Differentiated services and instruction for AIG identified students are managed at the school level by the AIGPPT, with the school-based AIG Coordinator serving as the primary contact among teachers, parents and administrators.

*** Practice F**

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

Various methods of communication among and between schools are facilitated by the Advanced Learning Department such as the following:

- PowerSchool listing of AIG/HAG students provided to AIG Coordinator
- Advanced Learning Department and school websites
- Advanced Learning Canvas page
- Email correspondence
- Submissions in Monthly Principal Newsletter
- Transfer of AIG student folders during transition years (from elementary to middle school, and from middle school to high school)
- Differentiated Education Plan (DEP)
- Professional Learning Team (PLT) meetings
- AIG Coordinator and AIG Catalyst meetings
- Advanced Learning Team Book Studies and Share Sessions
- AP Share Sessions
- Newsletters

The Advanced Learning Department provides information regarding gifted programming with AIG Coordinators, AIG Catalysts, IB teachers, AP teachers, classroom teachers, school counselors, school-based instructional leaders and school administrators through electronic communication (ie email, WS/FCS website, and Advanced Learning Canvas page) at both district and school-based meetings.

Schools offer open house opportunities and transition meetings before students move from one grade span to another. The sessions address academic expectations and opportunities, social and emotional challenges that the student may face in a new learning setting, extracurricular opportunities, and suggestions for supporting and advocating for student success.

* **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.

The acceleration model of differentiation is used when students need to move on beyond the current grade level curriculum due to moving very quickly through attainment of content. This ensures that students are moving at a pace that is most beneficial to their learning needs.

- The subject acceleration model is used in the areas of Reading and Mathematics for AIG and HAG students in third through fifth grade.
- AIG students are accelerated one year beyond their current grade level and HAG students are accelerated two years beyond their current grade level.
- The acceleration model for AIG students is executed using one of the following models based on school planning: consultative, pull-out services, push-in services, whole-day grouping or half-day grouping.
- The acceleration model for HAG students is executed using a whole day acceleration model at three sites in the district: Brunson Elementary, Southwest Elementary and Hanes Magnet Middle School.
- Teachers of AIG and HAG students will be provided a mathematics pacing guide developed by the WS/FCS math team to guide the acceleration of standards for their students.
- Teachers of AIG and HAG students will be provided with acceleration guidance through the Unit Plan Organizers developed by the WS/FCS ELA team and the Advanced Learning team.
- Compacted content is the instructional practice of creating a scope and sequence to make curricular adjustments for students who have demonstrated mastery of grade level content. Gifted and other advanced students in grades 6-8 participate in Advanced ELA and Accelerated Math courses, which offer compacted curriculum.
- Credit by Demonstrated Mastery (CDM) is available to students for acceleration of content. CDM is the process approved by the North Carolina State Board of Education by which Winston-Salem/Forsyth County Schools shall, based upon a body of evidence, award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time for the purpose of accelerating and moving into more advanced courses. “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 will complete two phases for the application- Phase 1 is an examination; students who pass this exam can then move to Phase 2, which is completion of an artifact which demonstrates the student’s ability to apply the course knowledge through a real-world application. CDM is available to all North Carolina Public Schools students in grades 9-12 and to middle school students (6-8) for high school courses (e.g. Math 1) that are offered in middle school.
- Dual Enrollment opportunities: Through Career & College Promise (CCP), qualified high-school-age students in North Carolina have the opportunity to pursue these options, tuition-free, while they are in high school, allowing them to get a jumpstart on their workplace and college preparation. Students in grades 9 & 10 who are identified as AIG in English and Math, have an earlier opportunity to participate in CCP courses.
- Principals may grant subject or grade acceleration in rare instances in which a student’s performance and social-emotional development indicates a strong need. In cases where a parent initiates a request for subject or grade

acceleration, the AIG PPT team will collect a variety of data evidence that supports the student as academically superior and refers him/her based on the justifiable cause, agreed upon by both the Advanced Learning Department and Area Superintendent's office. If the determination requires transferring schools, both principals involved would need to agree on the placement.

- With the passing of a law that amended G.S. 115C-364 in July 1997 by the NC General Assembly, a child who is four years old on or before April 16, may enter kindergarten if the principal of the school finds the child is gifted and has the maturity to begin. The new section states, "A child who has passed the fourth anniversary of the child's birth on or before April 16 may enter Kindergarten if the child is presented for enrollment no later than the end of the first month of the school year and if the principal of the school finds, based on information submitted by the child's parent or guardian, that the child is gifted and that the child has the maturity to justify admission to the school. The State Board of Education shall establish guidelines for the principal to use in making this finding." WS/FCS adheres to this law with a process for students to enter Kindergarten early with parent application, composite aptitude and achievement assessment data at or above the 98th percentile by a licensed NC psychologist, letters of recommendation, interviews, AIGPPT approval, and principal permission. The process for early admission to kindergarten is outlined below.
    - The parent/guardian seeking early enrollment in kindergarten for a four-year-old child must notify the principal of the school in writing within the first thirty (30) calendar days of the new school year. The child must be four years of age by April 16. All testing must be administered after April 16.
    - This written request must include the written report of a score at the 98th percentile on an aptitude (IQ) test provided by a psychologist licensed in North Carolina.
    - The written request must include the written report of a score at the 98th percentile on an achievement test provided by a psychologist licensed in North Carolina.
    - The written request must include two letters of recommendation from persons who know the child well in a setting outside the home. The best people to write such letters would be the child's preschool teacher, daycare provider, or other person who sees the child perform in a structured setting, and who can describe the child's characteristics and behaviors, detailing what it is about the child that indicates a need for early enrollment.
    - The written request will include samples of the child's work that give evidence of the advanced level of performance and need for early admission to kindergarten, including: work in art, math, writing, dramatic play, creative productions, science, social interactions, or other evidence of the child's interest in school-related subjects.

- The principal will interview the child at the school and may ask the child about his/her understanding with regard to school-related behaviors, following rules, sharing, etc., in order to determine the child's level of readiness for a structured school setting and a demanding day's schedule.
- The principal will conduct and interview with the parent(s) or guardian(s) to gain information about the child's development, experiences and any or all attempts to meet the child's needs up to this time in the area(s) of advanced development or interests.
- The principal will act on the request for early admission within three (3) weeks.
- If the child is admitted to kindergarten, before the end of the first ninety (90) days of the child's being enrolled, the principal may rescind his/her approval based on substantial evidence documenting that the child is not adjusting satisfactorily to the school setting. The parent shall abide by the decision of the principal.
- The decision of the principal will be final. If the parent feels that the principal has not made the decision in keeping with the above procedure, the parent may appeal the decision to the Area Superintendent for that school. The review of the case will be to determine whether the principal acted in accord with the procedure. If the principal has followed the procedure, the principal's decision stands. If the principal has not acted according to procedure, the decision will be returned to the principal for further consideration. The parent will also have the right to file a grievance with the School Board, and the Board shall determine whether the principal's decision was made in the manner following these procedures. If the principal has followed the procedure, the principal's decision stands. If the principal has not acted according to procedure, the decision may be reversed by action of the Board.

*** 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.

Culturally/ethnically diverse, economically disadvantaged, MLs, HAG, and twice-exceptional students identified as gifted are served through the AIG program with additional supports from other departments as needed. The Advanced Learning Department collaborates closely with the Equity, ML and EC Departments to provide comprehensive instructional opportunities for gifted students.

Students in grades K-2 participate in the LIFT program, which works to cultivate their talents and build capacity among primary-aged students. AIG Catalysts and classroom teachers utilize resources provided by the Advanced Learning Department such as Thinking Routines and Primary Education Thinking Skills (PETS) to develop critical thinking and vocabulary development among students.

Students in grades 3-5, who are not identified as being gifted but show the potential to learn at an advanced level are served alongside their AIG peers in the LIFT program. Students who score in the top 10-20% on aptitude and/or achievement test(s) in any subtest or composite (utilizing building norms) and do not qualify for gifted identification are eligible for placement in the LIFT program. Targeted instruction is provided to students in order to elevate their learning and provide them with skills to be successful in advanced level courses.

Much like students in grades 3-5, students in grades 6-8 who have potential gifted or advanced abilities are enrolled in Accelerated Math and/or Advanced ELA courses. Working in collaboration with the Equity and Accountability, Instructional Services and Student Services departments, the Advanced Learning Department advocates to provide students with the opportunity to enroll in the most advanced course in which a student feels they would be successful.

Students in grades 9-12 are encouraged to enroll in courses that will challenge them, including Pre-AP, Honors, Seminar, CCP and AP courses. An optional mentoring program is provided to students in AP and CPP courses who are new to rigorous coursework. The goal of this program is to build student capacity of belief in themselves so that they see themselves as capable of advanced coursework. The 3-8 Summer Enrichment camps are offered for all AIG, HAG, LIFT (3-5), and accelerated and/or advanced (6-8) students who have the potential to learn at an accelerated pace, and broaden access to advanced learning opportunities. AVID and AP Summer Bridge camps are offered for student who are currently enrolled in AVID and/or AP courses.

AIG Catalysts, Accelerated math, Advanced ELA, Pre-AP, Honors, Seminar, and AP classroom teachers will participate in training in identifying characteristics, language and linguistic differences, and culturally responsive pedagogy for potentially gifted students. This training will assist teachers in observing students who may exhibit gifted characteristics and may benefit from enrichment, acceleration or more rigorous coursework.

* **Practice I**

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

The Advanced Learning Department works collaboratively with other departments to offer opportunities for students to extend their enrichment experiences, such as clubs, competitions, and field trips. Examples include the following:

- Academic Competition
- Battle of the Books
- Math Olympiad
- Science Olympiad
- Odyssey of the Mind
- Robotics
- Innovation Showcase
- Quiz Bowl
- MathCounts
- Model UN
- Poet Laureate

Summer acceleration and enrichment opportunities are offered by the Advanced Learning Department to expand experiences beyond the regular school year and may include the following:

- Camp Invention (Elementary)
- Summer Acceleration (Grades 3-8)
- AP Summer Bridge (High School)
- AVID Summer Camp (Grades 6-11)

Gifted and advanced students who are eligible, are encouraged to participate in additional summer opportunities such as NC Governor's School, Johns Hopkins Center For Talented Youth, Duke University Camps, STEM/Robotics camps, and Mad Science Summer camps. A listing of summer opportunities and additional information can be accessed on the WS/FCS Advanced Learning website. A variety of communication methods are utilized by the Advanced Learning Department to disseminate information and recruit students to participate in enrichment activities. Communication modes such as PeachJar, email, webpage, automated phone calls, Remind, Dojo, face-to-face, and community outreach are used to recruit students from diverse populations to participate in enrichment and acceleration opportunities.

*** Ideas for Strengthening the Standard**

- Provide additional opportunities for feeder school communication during transition years (5th to 6th, 8th to 9th)
- Create a common presentation (AIG 101) to share information about gifted program and services
- Ongoing revision & updates to AIG handbook, Canvas page, and district website
- Explore opportunities for advanced distance learning, such as Johns Hopkins Center for Talented Youth, North Carolina School of Science and Mathematics (NCSSM)
- Explore opportunities for collaboration with regard to differentiation based on computer driven assessment programs such as i-Ready
- Improve communication among stakeholders
- Ongoing communication/increased interaction with Student Services with regard to the social and emotional learning needs of gifted and advanced students
- Increased collaboration with EC Department in addressing the needs of twice-exceptional students
- Increased collaboration with ML Department in addressing the needs of ML students
- Expand on LIFT opportunities to provide a bridge from AIG to HAG

Planned Sources of Evidence

* AIG Handbook
* Advanced Learning Canvas page
* Advanced Learning website
* Advanced Learning one-page informational flyers
* Submissions to weekly principal newsletter
* Advanced Learning Newsletters
* Differentiated Education Plans (DEPs)
* Professional Development meetings and rosters
* Student rosters for LIFT (3-5), accelerated math/advanced ELA (6-8), Honors, Seminar, pre-AP, AP, IB courses

* Meeting agendas
* Unit Planning Organizers (UPOs) including enrichment activities, lessons, rubrics

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 2 Additional Resources	N/A	Blank

Winston Salem / Forsyth County Schools (340) 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.

Winston-Salem/Forsyth County Schools adapts the NC Standard Course of Study for acceleration, enrichment, and extension based on the needs of advanced learners. The Advanced Learning team collaborates with the WS/FCS Instructional Services team to explicitly plan for the needs of gifted learners as well as raising the rigor in core classrooms for all students. Pre-assessment strategies should be used to ensure that AIG students have mastered the grade level curriculum prior to moving beyond the grade level standards. More information on the differentiated models described below can be found at: https://sites.google.com/dpi.nc.gov/advlearningandgifted/academicallyintellectually-gifted/aig-booster-shots?authuser=0.

Enrichment

The enrichment model of differentiation is used to provide students with educational opportunities that go beyond the curriculum. The following strategies are suggested for use by teachers through the enrichment model.

- Independent Studies
- Seminars
- Concepts and Concept Development

- Tiering
- Questioning
- Personalized Learning through Computer Based Instruction
- Project Based Learning

Extension

The extension model of differentiation is used to provide students with educational opportunities based on the curriculum that are more challenging. The following strategies are suggested for use by teachers through the extension model.

- Independent Studies
- Seminars
- Concepts and Concept Development
- Compacting
- Tiering
- Questioning
- Project Based Learning

Acceleration

The acceleration model of differentiation is used when students need to move on beyond the current grade level curriculum due to moving very quickly through attainment of content. This ensures that students are moving at a pace that is most beneficial to their learning needs.

- The subject acceleration model is used in the areas of reading and mathematics for AIG and HAG students in third through fifth grade.
- AIG students are accelerated one year beyond their current grade level and HAG students are accelerated two years beyond their current grade level.
- The acceleration model for AIG students is executed using one of the following models based on school planning: consultative, pull-out services, push-in services, whole-day grouping or half-day grouping.
- The acceleration model for HAG students is executed using a whole day acceleration model at three sites in the district: Brunson Elementary, Southwest Elementary, and Hanes Magnet Middle School.
- Teachers of AIG and HAG students will be provided a mathematics pacing guide developed by the WS/FCS math team to guide the acceleration of standards for their students.

- Teachers of AIG and HAG students will be provided with acceleration guidance through the Unit Plan Organizers developed by the WS/FCS ELA Department and the Advanced Learning Department.
- Credit by Demonstrated Mastery (CDM) is available to students for acceleration of content. CDM is the process approved by the North Carolina State Board of Education by which Winston-Salem/Forsyth County Schools shall, based upon a body of evidence, award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time for the purpose of accelerating and moving into more advanced courses. "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 will complete two phases for the application- Phase 1 is an examination; students who pass this exam can then move to Phase 2, which is completion of an artifact which demonstrates the student's ability to apply the course knowledge through a real-world application. CDM is available to all North Carolina Public Schools students in grades 9-12 and to middle school students (6-8) for high school courses (e.g. Math I) that are offered in middle school.

Grouping of Students

The grouping suggestions listed below should be adhered to at all times possible. It is the understanding of WS/FCS that state guidelines with regards to class size must be followed and can sometimes impact the grouping strategies possible at each school.

- HAG students are to be grouped homogeneously at the designated HAG sites. If a student is not enrolled at the designated HAG site, the child will receive AIG services at their school of enrollment. It is recommended that AIG students be grouped together for instruction in reading and math. This can be done through one of the following models: pull-out services, push-in services, whole-day grouping or half-day grouping.
- Best practices show that AIG students perform best when they are cluster grouped with other AIG students. When possible, AIG students should be cluster grouped in an otherwise heterogenous classroom. Cluster grouping ensures that students are provided opportunities to work with students of similar needs, abilities and interests and students of varying needs, abilities and interests.
- Open course enrollment procedures are used for students in sixth through twelfth grade. Students and parents complete the enrollment process and are able to choose the courses that are the best fit for them without AIG identification being a factor. Course options include: Accelerated, Advanced, Honors, Seminar, Pre-AP, Advanced Placement (AP), International Baccalaureate (IB) and College and Career Promise (CCP).

Planning Opportunities

Purposeful planning opportunities exist throughout the school year for school staff to discuss best practices for gifted learners as well as plan for the specific needs of the students.

- School Level Professional Learning Team Meetings
  - In each school, a Professional Learning Team meets weekly to address the needs of all students including AIG students. AIG and HAG teachers at the school level meet collaboratively to plan for instruction of gifted learners.
- AIG Catalyst Teacher Meetings
  - AIG Catalyst teachers meet monthly with the Elementary AIG Lead Teacher to discuss strategies for best practices in meeting the needs of gifted learners as well as nurturing the potential of all students.
- AIG Coordinator Meetings
  - AIG coordinators meet in the fall and as needed to receive test training and discuss strategies for meeting the needs of gifted learners.
- Content Level Team Meetings
  - Content level team meetings are held by the WS/FCS Instructional Services Department with regards to the content area or magnet theme.
- Professional Development Opportunities
  - The Advanced Learning team will provide multiple professional development opportunities for teachers and other staff on meeting the needs of gifted learners and raising the level of rigor for all students.
- Coaching Opportunities
  - The Advanced Learning Department has instructional staff available for coaching teachers. The Advanced Learning Department works with individual schools on the specific needs of their students and staff with regards to coaching. Advanced Learning Lead Teacher coaching roles include:
    - AIG Elementary Lead Teacher
    - AIG Secondary Lead Teacher
    - AP/CCP/AVID Lead Teacher
    - International Baccalaureate Lead Teacher

Resources

In Winston-Salem/Forsyth County Schools, the following resources may be utilized for differentiating instruction. Please note, additional resources may also be used.

- AIG/HAG Math Pacing Guides
- ELA Unit Planning Organizers
- AIG Booster Shots Developed by DPI
- AIG Learning Labs Developed by DPI
- Primary Education Thinking Skills (PET's) for grades K-2
- Junior Great Books (3-8)
- Visible Thinking Strategies (K-5)
- Jacob's Ladder (K-5)
- Mindsets in the Classroom (6-8)
- Creating Cultures of Thinking (6-12)
- College of William and Mary Curriculum Units (provided for HAG use only)
- Primary Math Challenge (K-4)
- Building Education Thinking Skills (K-5)
- Upper Elementary Math Challenge (3-5)
- i-Ready (K-8)

* **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.

Many factors should be considered when selecting the instructional strategies to be used with advanced learners. Teachers should analyze data from informal, formative, and summative assessment to inform groupings of students and content for instruction. Some important factors include (taken from ASCD PD Online: "Differentiated Instruction: Teaching with Student Differences in Mind, 2011"):

- Background knowledge on the content
- Personal experiences

- Level of understanding and success with regards to the content
- Misconceptions about the content
- Communication, thinking, reasoning, and other skill levels
- Stage of development with regards to social and emotional needs
- Personal Interests on the content
- Learning profile

Strategies based on Readiness Level

- Tiered Assignments
- Small Group Instruction
- Above Grave Level Tasks and Texts
- Virtual Thinking Strategies
- Inquiry Based Instruction
- Socratic Seminars
- Questioning Strategies
- Multiple Intelligences
- High Order Thinking Skills
- Independent Study

Use of Student Interest Surveys

- Think Dots
- Task Cards
- Learning Menus
- Learning Centers
- Learning Contracts

Learning Profiles

- Grouping Options
- Choice of Learning Tools
- Differentiation of Process for Learning
- Choice of Product

- Playlists

Planning Opportunities for Teachers of Advanced Learners

Teachers of advanced learners collaborate to plan for the unique needs of their students. This planning takes place at varying levels: school-wide, district-wide, grade level, program type, vertical planning and subject specific. Other opportunities include but are not limited to:

- Attendance at Gifted Conferences with follow-up sessions offered for sharing information learned with other WS/FCS educators.
- Continued revisions and additions to AIG pacing guides and documents
- Shared resources to encourage collaboration, effective implementation of strategies and best practices for gifted and advanced learners.
- Advanced Placement (AP) and Pre-AP Professional Development through College Board and the WS/FCS Instructional Services staff
- International Baccalaureate Professional Development through IB

*** Practice C**

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

Winston-Salem/Forsyth County Schools promotes the use of research based instructional practices and the use of supplemental resources for planning for differentiated instruction. Common resources are provided in an effort to promote consistency between schools. Resources and professional development for using the resources are provided to teachers through presentations and documents posted on Canvas, sessions led by the Advanced Learning Department and teacher-led meetings. The Instructional Services Department of WS/FCS also provides additional support and resources for differentiating curriculum including textbook extensions and support.

Resources

In Winston-Salem/Forsyth County Schools, the following resources may be utilized for differentiating instruction. Please note, additional resources may also be used.

- AIG/HAG Math Pacing Guides
- ELA Unit Planning Organizers
- AIG Booster Shots Developed by DPI
- AIG Learning Labs Developed by DPI
- Primary Education Thinking Skills (PET's) for grades K-2
- Junior Great Books (3-8)
- Visible Thinking Strategies (K-5)
- Jacob's Ladder (K-5)
- Mindsets in the Classroom (6-8)
- Creating Cultures of Thinking (6-12)
- College of William and Mary Curriculum Units (reserved for HAG use)
- Primary Math Challenge (K-4)
- Building Education Thinking Skills (K-5)
- Upper Elementary Math Challenge (3-5)
- i-Ready (K-8)

* **Practice D**

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

Winston-Salem/Forsyth County Schools fosters the development of future-ready content and skill acquisition in all areas. A continued effort to enhance the rigor in AIG classes supports this practice, along with the intentional blending of cross-curricular 21st century content and skills through daily lessons and units. 21st Century skills are integrated into curriculum units that are created by the WS/FCS Instructional Services Department. Purposeful planning for the integration of critical thinking skills into advanced courses including Accelerated, Advanced, Honors, Seminar, Pre-AP, Advanced Placement (AP) and International Baccalaureate (IB) ensures that students are provided with opportunities to grow and practice skills that will make them future ready. Magnet school opportunities in WS/FCS include: Visual and Performing Arts, Health Sciences, STEM/STEAM, IB, and Career pathways Through magnet school programs, students are provided with real world practice and project-based learning in specific fields of study. Service learning, creativity, collaboration, communication, real world projects and leadership skills are embedded into units of study and extracurricular opportunities. Additional strategies and opportunities for WS/FCS students to practice 21st Century skills include:

- Promotion of curiosity through Inquiry Based Learning strategies and Socratic Seminars.
- Engagement in real world scenarios and community service projects through course work and club offerings.
- Collaboration with the WS/FCS technology department to promote authentic integration of technology skills into learning and projects.
- Students may choose to participate in clubs and academic competitions based on their interests. Clubs and competitions vary based on offerings and interest level at each school. Offerings may include but are not limited to:
    - Music-based clubs such as A Cappella, Choir, Orchestra and Marching Band
    - Performance-based clubs such as Dance Team, Poetry Out Loud. Art Showcase and Film Club
    - Academic-based clubs such as National Academic League, Academic Bowl, National Honor Society, Match Club, National History Day, NCASA Quiz Bowl, Poet Laureate, Science National Honor Society, ri-M Music Honor Society, WS/FCS Academic Team, Battle of the Books, Science Fair, Spelling Bee and Debate Club
    - Career Based Clubs such as Health Occupations Student Association, Color guard (JROTC), Culinary Arts Club, Environmental Debate, Women in STEAM, Student Government, Science Olympiad, Technology Student Association, Alternative Fuels Club, Science Research Club, World Cultures Club, Robotics Club, Crime Scene Investigation Club and Envirothon

* **Practice E**

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

Winston-Salem/Forsyth County Schools Framework for Teaching and Learning outlines the key components of developing, implementing and monitoring high quality instruction for all students. Teacher training is provided in the use of the Instructional Framework and the framework is used as a guide for Professional Learning Team meetings at the school and district level. The Instructional Framework guides the work of WS/FCS educators in the systematic use of data in the following ways:

- There should be multiple opportunities where learners demonstrate mastery of standards with opportunity for acceleration.
- Learners should be empowered to set goals, measure progress, and follow their own path to success.

- Promotes instructional decisions resulting in equitable access to a rich curriculum that develops learners' self-efficacy and provides a more meaningful education.
- Utilizes Professional Learning Teams to establish reflective practices to review data and plan for student success.

To effectively evaluate student mastery of skills, teachers utilize pre and post-assessments. The data collected from these assessments, in addition to other formative data such as I-Ready, anecdotal notes, etc are used to group students to provide appropriate differentiated instruction. Based on the data that is collected, instruction may be differentiated with regard to acceleration, enrichment and/or extension of current content. Teachers plan for grouping options through discussion of individual student data in their grade level or content level meetings. During these meetings, the needs of the whole child is considered including factors such as attendance, behavior and social-emotional needs. Homogeneous, flexible, cluster grouping and pull-out methods provide opportunities to facilitate the achievement and growth of identified gifted students, as well as those with the potential for giftedness.

*** Practice F**

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

Winston-Salem/Forsyth County Schools staff utilizes the curricular and instructional practices based on the Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework. Teachers utilize this resource to support the social and emotional needs of gifted students. The Advanced Learning Department collaborates with the Social and Emotional Learning Department to train educators in the special needs of gifted learners with regards to the following areas: characteristics of gifted learners, asynchronous development, perfectionism, underachievement, overexcitabilities, intensities and the needs of twice-exceptional students. The professional development focuses on the needs of gifted learners within the CASEL 5 core competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making. Professional development on the social and emotional needs of gifted learners may be provided for: AIG coordinators, School Counselors, administrators, Instructional Facilitators, teachers, AIG Catalysts, instructional assistants and other staff as needed.

Additional Resources, Programs and Strategies to meet the SEL needs of Gifted Learners

- Advancement Via Individual Determination (AVID)

    - AVID is implemented in select WS/FCS sites with the goal of helping students develop the skills they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills.
- Advanced Placement (AP) and College and Career Promise (CCP) Mentoring program
    - An optional mentoring program is provided to students in AP and CPP courses who are new to rigorous coursework. The goal of this program is to build student capacity of belief in themselves so that they see themselves as capable of advanced coursework.
- Summer Opportunities
    - Summer opportunities are offered through the Advanced Learning Department with the goal of providing students time to collaborate with like-minded students. There is a heavy emphasis on collaboration and interpersonal skills that will grow the whole child.
- Curricular Resources with SEL Connections
    - Teachers are provided curricular resources with explicit SEL connections planned into the units. These resources include: Wonders Textbook Adoption, Junior Great Books, Jacob's Ladder, and William and Mary Units (provided for HAG only).
- Differentiated Education Plan (DEP)
    - Each AIG student in WS/FCS will have a DEP created for their individual learning needs. The DEP focuses on both the academic and the social-emotional needs of the student. Included on the DEP are: present level of social development, social development needs and annual measurable goals. Teachers are trained on the completion of the DEP and the development of goals toward academic achievement and social-emotional development with regards to gifted learners.
- Clubs and Competitions
    - Interaction with other students is an important part of growing the whole child. Clubs and competitions based on interest are offered to students in WS/FCS. These are referenced in Standard 3, Practice B.
- DPI AIG Booster Shots
    - The AIG Booster Shots provided by the NC AIG team are used to provide staff with additional professional development on the social and emotional needs of gifted learners.

* **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.

All students in grades K-2 participate in the Leading Instruction and Fostering Talent (LIFT) program, which works to cultivate their talents and build capacity among primary-aged students. AIG Catalysts and classroom teachers utilize resources provided by the Advanced Learning Department such as Visible Thinking Routines, Primary Challenge Math and Primary Education Thinking Skills (PETS) to develop critical thinking and vocabulary development among students. Teachers are also provided with training on the Shared Inquiry approach to promote higher order questioning in all classrooms. A primary goal of the Shared Inquiry approach in core instruction is for students to model their thinking verbally so that everyone in the classroom can grow their perspective and level of thinking. Junior Great Books may be used to support the use of the Shared Inquiry approach. Lifting the level of instruction in all classrooms helps to ensure that all students are being provided with rigorous opportunities to advance critical thinking. The LIFT (Leading Instruction and Fostering Talent) Program is used to nurture the potential of students in kindergarten through second grade as well as students who show potential but are not identified as AIG in third through fifth grade. Teachers are provided a checklist that can be used to assess students for characteristics of giftedness. The checklist includes indicators for the following categories:

- General Intellectual Ability
- Specific Academic Aptitude
- Creative Thinking and Production
- Leadership
- Motivation

Professional Development (PD) for teachers is an important component of nurturing the potential of students. Teachers are provided PD on the characteristics of gifted learners as well as strategies to grow the potential of all students. It is important that teachers are able to:

- Observe and identify student strengths
- Recognize and develop potential
- Respond to a student's needs and opportunity gaps
- Provide students with intentional differentiated curriculum and instruction
- Provide instruction with regards to the following: divergent thinking, convergent thinking, creative thinking, visual thinking and analytical thinking

Services Offered for LIFT Students

- **Students in Grades K-2**
  - Whole group, consultative, pull-out or push-in model to provide rigorous and challenging learning opportunities for ALL students in grades K-2 through collaboration with classroom teacher, AIG Catalyst, School Counselor and Instructional Facilitator.
- **Students in Grades 3-5**
  - In grades 3-5, the LIFT program addresses the needs of students who demonstrate potential gifted abilities but are not identified as gifted.
  - Half-day, pull-out or push-in model of acceleration in the area of high ability, in collaboration with classroom teacher, AIG Catalyst, School Counselor and Instructional Facilitator.
  - In grades 3-5, LIFT students can be cluster-grouped with AIG students through pull-out, push-in or half/full day services. LIFT offers support to high-ability students who are not identified as gifted, and provides them with more in-depth and complex learning opportunities through targeted enrichment, acceleration and extension beyond their grade level peers. LIFT students will receive instruction in the area(s) they have demonstrated high potential.

* **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 Advanced Learning Department collaborates with departments in Instructional Services and Student Services to integrate and connect AIG services with other programs and resources. The team works closely with content directors for ELA, Math, Science and Social Studies to create Unit Planning Organizers (UPO) that incorporate differentiated learning opportunities for gifted students, and train school personnel how/when to use them. The Advanced Learning Department also collaborates with the EC and ML departments to provide appropriate differentiated instruction for twice-exceptional and ML students. These instructional resources are a supplement to the North Carolina Standard Course of Study.

The Advanced Learning Department utilizes the WS/FCS Instructional Framework to embed AIG programming consistent with district guidelines and policies. Consistency in curriculum, pedagogy, and program model expectations are

communicated with school administrators, instructional leaders, AIG coordinators, AIG Catalysts, and classroom teachers. Professional development opportunities are provided in conjunction with other departments within the Instructional Services and Student Services departments. Joint training is provided by the Advanced Learning Director, Lead AIG Teachers, other content directors, program managers, and content coaches for classroom teachers, AIG coordinators, AIG Catalysts, school-based AIG teachers, classroom teachers, counselors, school-based instructional leaders, and administrators.

WS/FCS implements a Professional Learning Team Model that is designed to build and extend the capacity of teachers to meet the learning needs of all students through teacher learning in collaborative teams focused on student learning using research-based processes. Professional Learning Teams (PLT's) meet on a weekly basis to discuss student achievement and plan for instruction. There are three focus questions during PLT meetings:

- What do we want our students to know, understand and be able to do?
- How will we know when students have learned it?
- How will we respond when some students have not learned it and some students have learned it?

PLT meetings ensure that there is a space each week for the learning of gifted students to be assessed and planning for purposeful, differentiated instruction. This includes discussion and planning for gifted learners who are experiencing trouble accessing content, twice-exceptional students, Multilingual learners and gifted students who are excelling.

In addition to Professional Learning Team meetings, there are many other teaming structures in WS/FCS that promote the discussion of the needs of gifted learners and planning for differentiated curriculum. The various departments in the WS/FCS Instructional Services and Student Services departments collaborate to provide content and discussion for these teaming structures.

- Advanced Placement (AP) Coordinator Meetings
- Professional Development Sessions
- Professional Learning Team Meetings
- Content Specific Meetings
- AIG Catalyst Meetings
- AIG/HAG/Advanced Level Teacher Meetings
- Instructional Facilitator/Assistant Principal Meetings
- School Counselor Meetings

- International Baccalaureate (IB) Coordinator Meetings

* **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.

At the beginning of the school year, the appropriate school staff will complete a Differentiated Education Plan (DEP) for each HAG/AIG identified student. Appropriate school staff may include: classroom/course teacher, AIG Catalyst, AIG Coordinator, School Counselor, Instructional Facilitator and administrators. For twice-exceptional students, exceptional children's staff and/or Multilingual Learner staff may also be a part of the meeting.

Each AIG student in WS/FCS will have a DEP created for their individual learning needs. The DEP focuses on both the academic and the social-emotional needs of the student. Teachers are trained on the completion of the DEP and the development of goals toward academic achievement and social-emotional development with regards to gifted learners. AIG placement assessment data will be included in the DEP document. Other data that may be discussed during the completion of the DEP includes: current level or performance in the classroom/course, formative assessments, summative assessments, state assessments, teacher made assessments, student work samples, teacher observation, parent observation, and student input.

Once the DEP is created, the school staff will meet with the parent/guardian and student (if applicable) to discuss the DEP document. At the DEP meeting, all parties will collaborate on the components of the DEP including strengths, areas of need, and goals. Once the document is completed and discussed, all parties will sign the DEP document and a copy will be placed in the student's AIG folder. A review of the DEP document will be conducted at the end of the school year and at other times as needed.

Components of the Differentiated Education Plan (DEP)

- Meeting Dates

- Student Eligibility Area
- Service Model to be Provided
- Student Identification Sources
- Present Level of Academic Performance
- Academic Needs
- Present Level of Social Development
- Social Development Needs
- Annual Measurable Goals
- Committee Participants
- DEP Distribution List

*** Ideas for Strengthening the Standard**

- Continue to focus on making services more equitable for all students
- Continue to work toward raising the level of rigor in ALL classrooms through core instruction
- Investigate utilizing PowerSchool Program Services or other electronic means to store DEPs
- Expand upon units to be offered in collaboration with the SEL Team
- Expand the use of the AIG Booster Shots for Differentiated Professional Development
- Consider working with the MTSS Team to provide explicit supports for advanced learners who are experiencing difficulties

Planned Sources of Evidence

* Advanced Learning one-page documents
* AIG Catalyst schedules
* Advanced course offerings displayed in Middle and High School registration guides
* Documentation of PD participation

* Meeting agendas and presentations
* Examples of UPOs and pacing guides
* DEP Examples

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 3 Additional Resources	N/A	Blank

Winston Salem / Forsyth County Schools (340) 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.

Winston-Salem/Forsyth County Schools employs an AIG-licensed educator as the Director of Advanced Learning. The Director of Advanced Learning works collaboratively with the Advanced Learning Department as well as the other departments in WS/FCS Instructional Services to synergize efforts on behalf of gifted learners. Collaboration includes but is not limited to the following departments: all content area departments, Multilingual Learner Learners, MTSS, Exceptional Children, Equity and Accountability, and Student Services. Roles and responsibilities of the Director of Advanced Learning include:

- Utilize state AIG funding to provide appropriate educational resources for gifted learners including staffing
- Plan and collaborate with other departments on initiatives to meet the needs of gifted learners and raise the level of rigor for all students
- Work with Advanced Learning staff to train district staff in the referral, screening and identification of gifted learners
- Ensures that documentation is maintained for the student identification process as well as services to be provided
- Use program data to plan for professional development to support the academic, intellectual and social-emotional needs of gifted learners (district level, school level and Professional Learning Team level)
- Monitor the implementation of AIG services throughout the district

- Ensure the dissemination of information relating to gifted services to all stakeholders including district staff, school staff, parents, students and community members
- Guide and monitor AIG programming at the school and district levels through collaboration with a variety of stakeholders
- Use data on the implementation of AIG programming to assist in the revision and monitoring of the local AIG plan

* **Practice B**

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

Winston-Salem/Forsyth County Schools employs an Advanced Learning Department for the purpose of ensuring the needs of gifted learners are met throughout the district. The Advanced Learning Department works with the district as a whole as well as individual schools on the specific needs of their students and staff. The Advanced Learning Department collaborates closely with the WS/FCS content directors and the SEL Director to ensure the needs of gifted learners are a focus for professional development and resource planning. Advanced Learning roles may include:

Advanced Learning Department Roles

- Advanced Learning Director
  - Oversees all areas of the Advanced Learning Department
  - See Standard 4, Practice A for detailed description of role
- AIG Elementary Lead Teacher
  - Collaborates with district staff on the needs of gifted learners
  - Plans with district staff for professional development and resources for use with gifted learners in elementary schools
  - Coordinates AIG Catalyst monthly meetings
- AIG Secondary Lead Teacher
  - Collaborates with district and school staff on the needs of gifted learners

    - Plans with district staff for professional development and resources for use with gifted learners in secondary schools in areas of Honors, Seminar and Pre-AP
    - Coordinates the district efforts for Credit by Demonstrated Mastery (CDM) and Governor's School
- Advanced Placement/CCP/AVID Lead Teacher
    - Collaborates with district and school staff on the needs of gifted learners
    - Plans with district staff for professional development and resources for use with gifted learners in the areas of AP, CCP, and AVID
    - Plans for monthly AP Coordinator Meetings as well as AVID coordinator meetings
- International Baccalaureate (IB) Lead Teacher
    - Collaborates with district and school staff on the needs of gifted learners
    - Plans with district staff for professional development and resources for use with gifted learners in the area of IB
    - Plans for monthly IB Coordinator Meetings
- Testing and Compliance Coordinator
    - Collaborates with district staff, school staff, and parents on the referral, screening, and identification of gifted learners
    - Organizes timelines and materials for AIG screening
- AIG Data Manager
    - Collaborates with district and school staff on student information with regards to the referral, screening, and identification of gifted learners
- Administrative Assistant
    - Supports district and school staff with the needs of students and programming related to Advanced Learning

Elementary Staff (Grades K-5)

AIG Catalysts are allotted to elementary schools in WS/FCS to ensure that the needs of gifted learners are able to be adequately met. Each school will have at least 0.5 of a position allotted for an AIG Catalyst. The allotment is based on the number of AIG identified students in each grade level, and LIFT students in grades 3-5 at each school. The AIG Catalyst works closely with the school and the Advanced Learning Department. The AIG Catalyst *should not* be given classroom teacher responsibilities. Classroom teachers should be the main provider of instruction for AIG students with the AIG

Catalyst serving as support in identified areas of need. The AIG Catalyst should have AIG certification. If not, the catalyst will complete the self-guided local credentialed Praxis prep course on the Advanced Learning Team page. Successfully completing the Gifted Praxis within one year from hire date for AIG Catalyst position is also required.

- Roles of the AIG Catalyst
  - The AIG Catalyst works with classroom teachers to provide differentiated instruction and resources to AIG identified students.
  - The Catalyst also assists with the nurturing of students in all grade levels. Depending on scheduling, the catalyst may work with small groups of students or larger groups.
  - The AIG Catalyst provides professional development for classroom teachers on Advancing Learning for all students as well as nurturing the potential of students. The PD is provided to the AIG Catalysts from the Advanced Learning Department.
  - The AIG Catalyst collaborates with classroom teachers to provide resources for advanced learners and nurturing of potential in students.
  - The Catalyst will meet often with professional learning teams to collaborate on student data, student needs, and planning.
  - The AIG Catalyst oversees all AIG testing at the school as well as paperwork.
  - The Catalyst assists classroom teachers with the creation of Differentiated Education Plans (DEP's).
  - The AIG Catalyst should attend monthly AIG Catalyst meetings to collaborate with others in the district on meeting the needs of gifted learners.
  - The AIG Catalyst should be the AIG Coordinator (if at all possible)

In addition to AIG Catalysts, it is expected that K-5 classroom teachers will differentiate for the needs of AIG and HAG students on a daily basis. Classroom teachers, AIG Catalysts, administrators, School Counselors, Instructional Facilitators, and Advanced Learning Department staff should all collaborate to support the diverse needs of gifted learners. AIG students should receive instruction in their identified area of need from an AIG licensed educator. If the regular-classroom educator is not currently AIG certified, he/she may participate in the Advanced Learning self-guided local credentialed Canvas course and/or take the gifted Praxis exam to receive AIG certification. All self-contained AIG/HAG teachers should be certified, either through the Advanced Learning self-guided course, or have AIG certificate on his/her license. If a self-contained AIG/HAG teacher is not AIG certified, he/she must earn his/her AIG certification within one year of hire date.

Secondary Staff (6-12)

Winston-Salem/Forsyth County Schools offers open course enrollment for students in grades 6 through 12 to provide for equitable course opportunities. Advanced course options include: Accelerated, Advanced, Honors, Seminar, Pre-AP, AP, CCP and IB. Teachers of these courses are expected to differentiate for the needs of AIG and HAG students on a daily basis. Classroom teachers, AIG Catalysts, administrators, school counselors, instructional facilitators and advanced learning team staff should all collaborate to support the diverse needs of gifted learners. When possible, AIG students should receive instruction from an AIG licensed educator. If the educator is not currently AIG licensed, they will be required to complete the Advanced Learning self-guided local credentialed Praxis prep course within one year of hire date for advanced level course. It is recommended the teacher pass the gifted Praxis to receive their AIG license.

AIG Coordinator

The AIG Coordinator will act as the school contact, assisting in the dissemination of information concerning testing, AIG head counts, materials distribution and other duties as needed. In elementary schools, the AIG Catalyst *should* be the AIG Coordinator. In middle and high schools, the school principal shall designate an AIG certified teacher, School Counselor, or Instructional Facilitator/Assistant Principal as the AIG Coordinator for the school.

* **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.

Educators in Winston-Salem/Forsyth County Schools offer differentiated instruction to meet the academic needs of our students beginning at the elementary level and continuing through middle and high school. The AIG program emphasizes the development of advanced academic achievement as well as higher-level thinking and reasoning skills. The focus for AIG students is on quality, not quantity with coursework offering depth, sophistication and maturity. Locally developed units of study enrich and accelerate the state curriculum to provide a challenging, rigorous learning experience. Schools have flexibility in working with the Advanced Learning Department to design services that best meet the needs of their students. Each school year, the Advanced Learning Department will publish a professional development offerings flyer with sessions schools and/or teachers may choose from for PD. The offerings are decided upon based on feedback from

school staff, district staff, administrators, and the district annual needs assessment. PD offerings outside of the flyer are also available to be scheduled based on specific school, teacher, and student needs. PD Sessions may be attended by teachers, specialists, Instructional Services staff, Student Services staff and administrators. Professional development sessions may be offered by a member of the Advanced Learning Department, the WS/FCS Instructional or Student Services Departments, AIG Catalyst, teacher leaders, or outside organizations. Possible offerings are below.

Classroom, Content and Catalyst Teachers (All Levels included)

- Best Practices for Working with Gifted Students
- Mindsets in the Classroom
- Visible Thinking Routines
- Nurturing Potential
- Inquiry Based Learning
- AIG Testing Coordination and Training
- Creating Cultures of Thinking
- AIG Catalyst Monthly Meetings including Share Sessions
- Professional Learning Team Meetings
- Content Specific Sessions
- Meeting the Social-Emotional Needs of Gifted Learners
- Educational Equity
- Tangible Equity with Colin Seale
- AVID School Based PD (AVID Schools Only)
- AIG and HAG Specific PLT meetings
- Meeting the Needs of Twice-Exceptional Learners
- Best Practices in Scheduling of AIG Students (for administrators and Instructional Facilitators)
- Differentiated Education Plan Creation

Pre-AP and AP Teachers

- Pre-AP and AP Trainings with College Board
- AP Updates for AP Coordinators
- Content Specific Sessions
- Universal Design for Learning

- AP Executive Functioning Support
- Networking with Peers and Best Practices (Share Sessions)
- Working with Underserved Populations
- Professional Learning Team Meetings

IB Teachers

- IB Trainings with IBO or other approved providers
- IB Updates for IB Coordinators
- Programme Specific Offerings
- Professional Learning Team Meetings

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

Winston-Salem/Forsyth County Schools expects that all educators serving AIG students have earned AIG licensure or are seeking licensure. Administrators are asked to follow the clustering guidelines in the local plan and to place AIG identified students in classrooms with teachers who have obtained their AIG licensure or are working toward it. If students are not placed in a homeroom with a teacher who has AIG licensure, reading and math instruction can be planned so that the student may receive instruction from a teacher with AIG licensure. The Advanced Learning Department is available for assistance with scheduling of students.

If the educator is not currently AIG licensed, they will participate in the Advanced Learning self-guided Praxis prep course. It is strongly encouraged they take the gifted Praxis to receive their AIG license. The self-guided Praxis prep course is created to equip educators with knowledge of best practices in working with gifted learners. The Advanced Learning Department provides professional development opportunities beyond licensure for continued professional growth with regards to meeting the needs of gifted learners. (Specific offerings are referenced in Standard 4, Practice C.) The Praxis prep course is a locally-credentialed, self-guided course that must be completed within one year of teacher hire date

for an advanced/accelerated course. This course includes best practices on the following aspects of gifted education: developmental characteristics of gifted students, identification and assessment, instruction of gifted students, learning environment of gifted students, and professionalism in gifted education.

For the 2022-2023 school year, a cohort will be formed with educators from Inspire 340 schools to participate in gifted education courses through High Point University. The initiative is being funded through a grant with the Winston-Salem Foundation with the goal of raising the number of AIG licensed educators in the Inspire 340 schools.

* **Practice E**

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

For the 2022-2023 school year, a cohort will be formed with educators from Inspire 340 schools to participate in gifted educator courses from High Point University. Inspire 340 schools are identified as having third grade literacy proficiency below 40% and in need of intensive district support. These schools historically have a low number of students that identify as AIG. They also have a greater population of students from diverse backgrounds. The initiative is being funded through a grant with the Winston-Salem Foundation with the goal of increasing the identification of underserved students in the Inspire 340 schools. It is expected that participating schools will report increased opportunities for rigor and enrichment schoolwide as a result of having AIG certified teachers in the building. If the initiative is successful, the Advanced Learning Department will work with the Equity and Accountability Department to grow the initiative to other schools. Teachers will be required to remain in an Inspire 340 school for two years following the completion of their gifted education courses.

The Advanced Learning Department works to recruit and retain teachers of gifted students by providing a structured support system at the district level. Professional development tailored to the needs of the individual as well as share sessions provides a supportive environment for teachers. If an educator is not currently AIG licensed, it is encouraged they participate in the Advanced Learning self-guided Praxis prep course and take the gifted Praxis to receive their AIG license. The self-guided course is created to equip educators with knowledge of best practices in working with gifted learners.

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

The Advanced Learning team works closely with the WS/FCS Department of Equity and Accountability to ensure that equity and excellence is a priority with regards to gifted education. The WS/FCS Strategic Plan along with the NC Equity and Excellence Brief is used as a guide for ensuring equal access to advanced programming for WS/FCS students. WS/FCS Strategic Plan Goal 2, Objective A states: Increase enrollment and equitable access to AIG, CTE, AP/IB, Dual Enrollment (College and Career Promise) and other advanced opportunities at all schools by expanding course offerings. WS/FCS Equity Policy 1100 also provides guidance. Strategic actions steps are in place to ensure this work is taking place.

Strategic Action Steps for Equity and Excellence in Gifted Education

- Implementation of Advancement Via Individual Determination (AVID) at select school sites
- Increase the enrollment of underrepresented students in rigorous courses
    - Each high school is provided with target goals
- Monitor students who are new to rigorous coursework to provide support and ensure enrollment in future advanced courses
- Conduct feedback sessions with students who are new to advanced courses
- Expand extracurricular opportunities through established partnerships
- Monitor AIG identification data and identify barriers
- Provide equity centered professional development
- Provide parent engagement sessions to make sure parents are aware of opportunities for their child

Professional Development Offerings

- Best Practices for Working with Gifted Students
- Mindsets in the Classroom
- Visible Thinking Routines
- Nurturing Potential
- Inquiry Based Learning
- Creating Cultures of Thinking
- Meeting the Social-Emotional Needs of Gifted Learners

- Educational Equity
- Tangible Equity with Colin Seale
- AVID School Based PD (AVID Schools Only)
- Meeting the Needs of Twice-Exceptional Learners
- Differentiated Education Plan Creation
- Universal Design for Learning
- AP Executive Functioning Support
- Working with Underserved Populations

* **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.

Winston-Salem/Forsyth County Schools offers differentiated instruction to meet the academic needs of our students beginning at the elementary level and continuing through middle and high school. The AIG program emphasizes the development of advanced academic achievement as well as higher-level thinking and reasoning skills. The focus for AIG students is on quality, not quantity, with coursework offering depth, sophistication, and maturity. Locally developed units of study enrich and accelerate the state curriculum to provide a challenging, rigorous learning experience. Goals and services of the advanced learning department are outlined through condensed documents available for all stakeholders. Schools are provided with a district AIG Handbook with an overview of the program, procedures, and guidelines.

Local program goals include:

- Build equitable practices and awareness of gifted services within all populations through relationships with families and other programs including EC, ML and Title I.
- Increase participation in advanced courses and programs that expand beyond the regular curriculum such as: Dual Language Immersion, Project Lead The Way (PLTW), Career and Technical Education (CTE) certification, internships, mentorships, AIG, HAG, LIFT, Accelerated, Advanced, Honors, Seminar, Pre-AP, AP & IB.
- Focus on student interest and mindset

- Focus on differentiated strategies, instructional practices, and social-emotional needs of students. Provide nurturing and effective grouping strategies.
- Create targeted professional development for core classroom teachers as well as AIG staff. Provide support for teachers seeking AIG licensure.
- Increase the involvement of representation from Title I schools. Build community with diverse populations through family and community events.
- Ensure transparency with stakeholder input and plan for program improvements.

The Advanced Learning Department collaborates with departments in Instructional Services and Student Services to integrate and connect AIG services with other programs and resources. The team works closely with content directors for ELA, Math, Science and Social Studies to create Unit Planning Organizers (UPO) that incorporate differentiated learning opportunities for gifted students, and train school personnel how/when to use them. The Advanced Learning Department also collaborates with the EC and ML departments to provide appropriate differentiated instruction for twice-exceptional and ML students. These instructional resources are a supplement to the North Carolina Standard Course of Study.

The Advanced Learning Department utilizes the WS/FCS Instructional Framework to embed AIG programming consistent with district guidelines and policies. Consistency in curriculum, pedagogy, and program model expectations are communicated with school administrators, instructional leaders, AIG Coordinators, AIG Catalysts, and classroom teachers. Professional development opportunities are provided in conjunction with other departments within the Instructional Services and Student Services departments. Joint training is provided by the Advanced Learning Director, Lead AIG Teachers, other content directors, program managers, and content coaches for classroom teachers, AIG coordinators, AIG Catalysts, school-based AIG teachers, classroom teachers, counselors, school-based instructional leaders, and administrators.

The Advanced Learning Department also collaborates with the Social and Emotional Learning Department to train educators in the special needs of gifted learners with regards to the following areas: characteristics of gifted learners, asynchronous development, perfectionism, underachievement, overexcitabilities, intensities and the needs of twice-exceptional students. The AIG Booster Shots created by the state AIG team are used to assist in professional development with best practices for gifted learners. Specific professional development offerings are listed in Standard 4, Practice C.

Professional development, planning sessions and share sessions may occur at the following times:

- District Reserved Professional Development Days

- School Reserved Professional Development Days
- Professional Learning Team Meetings
- Monthly Content or Team Specific Meetings (grade level, content area, specialist group)
- School Faculty Meetings

*** Ideas for Strengthening the Standard**

- Create an updated overview of the AIG Plan and an AIG 101 Video that can be posted to the website.
- Consider AIG catalysts being based with the Advanced Learning department rather than school-based.
- Provide recognition at Board of Education meetings for educators earning AIG licensure.

Planned Sources of Evidence

* Advanced Learning job descriptions
* Roster of AIG certified staff and those with local AIG credentials
* AIG Catalyst schedules
* Documentation of PD participation
* Feedback from PD Sessions
* Advanced Learning meetings and presentations for various stakeholders

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 4 Additional Resources	N/A	Blank

Winston Salem / Forsyth County Schools (340) 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.

The Advanced Learning Director, Lead Teachers, AIG Catalysts, AIG Coordinators, and teachers are committed to intentionally establishing strong, meaningful partnerships with stakeholders to foster our gifted students. Partnerships provide support in all areas in the following ways:

- Differentiated Education Plan (DEP) meetings for initial placement and annual reviews
- Phone and email contacts with parents and families (utilizing translation services and interpreters as needed)
- Advanced Learning Department website
- Advanced Learning Department Canvas page
- Advanced Learning Department one-page informational flyers
- Advanced Learning Department newsletters
- Survey data
- AIG Advisory Committee
- Distribution of information from community support groups including Forsyth County Partners for the Advancement of Gifted Education (PAGE)

- Digital communication, such as Peach Jar, to share advanced learning information with parents and families
- Yearly informational session for families to learn more about the identification process and services offered by the Advanced Learning Department, led by the Advanced Learning Director, Lead Teachers, Testing and Compliance Coordinator and Data Manager.
- Collaboration among other departments in Student Services and Instructional Services including, but not limited to, Content Directors, Equity Director, Social and Emotional Learning (SEL) Director, and Lead Counselors, to strengthen strategies for increased parent involvement.
- Collaboration with Equity and Accountability, Marketing and Communications, and Multilingual Learners (ML) departments to obtain and share information in a parent-friendly manner in the student's home language, and to provide opportunities for parental feedback.
- These partnerships with families, advocates, and stakeholders provide an opportunity for consistency in academic and SEL strategies to meet the needs of both our gifted learners and those with the potential of giftedness.

* **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.

The Advanced Learning Department strives to develop and strengthen relevant partnerships to garner continued support for AIG program services. Community partnerships provide our students with enriching opportunities to build curricular connections through real-world experiences. By fostering engagement and motivation, these opportunities can impact gifted students and those with the potential of giftedness and have a lasting, positive effect on their lifelong learning.

Along with the Advanced Learning Department, schools work to obtain partnerships with local stakeholders according to school and specific student needs. Dual enrollment through Forsyth Technical Community College provides early college learning experiences. WS/FCS partners with High Point University to provide AIG licensure opportunities for teachers in order to obtain their gifted license and gain essential knowledge of the specific needs of gifted students and best practices in gifted education. A member of the Winston-Salem PAGE chapter and Winston-Salem Foundation serve on the AIG

Advisory Committee. Currently, the district collaborates with the following partners to provide enhanced opportunities for students and teachers:

- Action 4 Equity
- Crosby Scholars
- Forsyth Technical Community College
- High Point University
- Innovation Quarter
- Wake Forest University
- Winston-Salem Foundation
- Winston-Salem PAGE Chapter
- Winston-Salem State University

* **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.

In addition to the following members of the Advanced Learning Department: Advanced Learning Director, Administrative Assistant, Data Manager, Lead Teachers, and Testing & Compliance Coordinator; the WS/FCS AIG Program Advisory Committee is composed of additional district and school-level administrators, AIG/HAG teachers, AIG Catalysts, AIG students, parents of AIG/HAG students, parents of LIFT students, and community members. To maintain a better representation of the demographics of the district, expanded membership of at least 15 members is included in the AIG Advisory Committee bylaws (Appendix 1). A variety of stakeholders are encouraged to participate on the committee in order to reflect the changing demographic representation of gifted and potentially gifted students and their families. The AIG Advisory Committee meets 1-2 times per quarter to analyze data and continue discussions of strategies and ways to improve WS/FCS AIG services. Additional meetings and subcommittee meetings may be held if necessary. To provide committee members with ample opportunity to attend meetings, AIG Advisory meetings are scheduled at the beginning of the school year and communicated among committee members through email and the WS/FCS Advanced Learning webpage. Agendas and meeting minutes are shared with committee members via email, as well as shared on the WS/FCS

Advanced Learning webpage. To obtain current and relevant feedback, the Advanced Learning Department distributes annual surveys to administrators, parents, students, and teachers. The data collected from these surveys is shared with the AIG Advisory Committee to aid in recommendations for AIG programming and services. A summary of the results is shared on the WS/FCS Advanced Learning website.

* **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.

The WS/FCS Advanced Learning Department communicates openly with parents and community stakeholders regarding identification practices and services. The department strives to inform parents/guardians of educational opportunities that can expand student learning. Being mindful of the diverse population of WS/FCS, every effort to notify parents/guardians in their native language is made. The Advanced Learning Department works collaboratively with the Multilingual Learner (ML) Department to engage non-English speaking parents/guardians. Available external opportunities, such as NC Governor's School and the NC School of Science and Math for gifted and potentially gifted students are shared in various ways. School-based enrichment opportunities (ie. Math Olympiad, Science Olympiad, Odyssey of the Mind, Academic Competition, Battle of the Books, summer camps, etc.) are offered and communicated to parents/guardians in a collaborative effort among the appropriate departments and schools involved.

- The AIG plan, newsletters, informational flyers, and special events (including important dates) are available on the Advanced Learning website.
- Peach Jar flyers, emails, automated phone calls and individual school websites are used to share information regarding gifted programs and services.
- The registration guidebook for middle and high school students includes a description of the AIG program.
- Differentiated AIG Handbooks for elementary and secondary schools provides an overview of the AIG program, identification process, LIFT guidelines, professional development, service delivery options, DEP guidelines, and school AIG directory.

- AIG Advisory Committee members meet 1-2 times per quarter to monitor progress in the implementation of the AIG plan and provide feedback/recommendations to the Advanced Learning Director. Meeting minutes are shared with committee members and posted on the WS/FCS Advanced Learning website.
- Parent information sessions regarding the AIG and HAG programs are held at least once a year at each school.
- AIG Coordinators present an overview of service options and answer parent questions.
- AIG coordinators collaborate with the classroom teacher and other stakeholders to create a DEP to be reviewed with the student and parent/guardian.
- Translation services and interpreters are utilized to provide equitable access to information when needed.

*** Ideas for Strengthening the Standard**

- Hold an open forum session for parents/guardians to ask questions and discuss relevant information to the WS/FCS AIG program
- Create a district-wide listing of local businesses and community organizations who partner with and support AIG programs and services
- Seek additional community partners
- Explore funding options and allocate funding to provide AIG certification tuition reimbursement for teachers serving advanced learners
- Explore funding options and allocate funding to provide AIG certification Praxis reimbursement for teachers serving advanced learners
- Recruit additional teachers to pursue licensure, especially those representative of diverse populations
- Create district presentation to disseminate to schools to share at beginning of year parent meetings, which provide information about the AIG program service models, screening criteria and testing timelines
- Provide a presentation for schools to share with parents/guardians of 2nd graders to preview the testing process

Planned Sources of Evidence

* AIG Plan
* AIG Advisory bylaws, agendas and minutes

* AIG Parents' Rights
* Advanced Learning Department website
* Advanced Learning Department one page informational flyers
* Advanced Learning Department newsletters
* DEPs
* Survey data from annual surveys
* List of community and business partnerships

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 5 Additional Resources	N/A	Appendix 1 Advisory Council Bylaws Appendix 2 Parent Student Rights

Winston Salem / Forsyth County Schools (340) 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 Winston-Salem/Forsyth County Schools Advanced Learning Department continuously monitors and assesses the implementation and execution of the local AIG program and plan. The process for the revision of the plan included creating a timeline for the revision process, collecting program data and gathering feedback from stakeholders. For the completion of the plan for 2022-2025, feedback from stakeholder groups was used to guide and revise the plan. Parents, students and staff completed surveys to provide input on AIG services and overall school experience with regards to gifted education. The draft plan was shared with stakeholder groups to gather input and make revisions. The plan will be presented at the April 2022 board meeting. Once approved by the WS/FCS Board of Education, the plan will be submitted to the state Board of Education and Department of Public Instruction for review.

Stakeholders involved in providing feedback used to revise the local AIG plan include:

- Parents of AIG students
- AIG students
- Teachers of AIG students
- School Administrators

- Instructional services staff including the Chief Academic Officer, executive directors, content directors, special program directors and coaches
- Student services staff including the Equity and Accountability Department and Students Services
- AIG advisory committee members (parents, teachers, administrators, students, community members and other instructional staff)

* **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 Winston-Salem/Forsyth County Schools Advanced Learning Department is committed to assuring compliance with current legislation and state policies by continuous monitoring at the district level. The Advanced Learning Department assesses effective strategies to ensure fidelity in identification, compliance, programming support, professional development and supplemental curriculum. The Advanced Learning Director will oversee annual fidelity checks to be completed at the district level by the Advanced Learning Department. The Advanced Learning Director will ensure all testing and identification documents are accurate, and all eligible students are receiving appropriate services. Annual surveys will be completed by AIG teachers, AIG Coordinators, AIG Catalysts, administrators, parents and students to obtain feedback from all stakeholders. Working with the Equity and Accountability Department, survey data can be tracked longitudinally to capture trends over time. Other internal surveys will be developed and conducted as needed to assess the needs of school staff with regards to meeting the needs of gifted learners at their schools. These surveys may request information on needs with regards to staffing, resources or professional development.

Throughout the duration of the 2022-2025 plan, implementation will be assessed regularly through an analysis of program data, program implementation, AIG share sessions and classroom observations. Program data including student identification, student growth and AIG dropout information will be collected, assessed and acted on to better meet the needs of gifted learners. Administrators, the Advanced Learning Department and teachers of gifted learners will work together to monitor the services and resources being provided to meet the needs of gifted learners. Updates on plan progress will be shared through AIG Advisory Committee meetings, administrator meetings, AIG Catalyst meetings, and

Instructional Services meetings. The Director of Advanced Learning will lead the efforts of monitoring the AIG plan with the support of the Advanced Learning Department members.

* **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.

The Advanced Learning Department utilizes state funds for AIG staffing allotments, professional development specific to gifted learners and resources including programming. Curriculum resources purchased are vetted to ensure they will meet the goal of raising the level of rigor in classrooms and support gifted learners. Administrators and teachers are consulted on the purchase of resources and programming. AIG state funds support the purchase of scoring, norming and evaluation instruments used for AIG screening. All budget expenditures are allocated to accomplish the AIG program goals and objectives, reflecting in the integration with the entire school curriculum. WS/FCS contributes beyond state funding to support the full implementation of the AIG plan. State funds are monitored by the Director of Advanced Learning, the WS/FCS senior staff and the Finance Department. Grant funding is also used when appropriate for programming such as for AVID programming and college courses for gifted certification. Funding status is shared annually with the AIG Advisory Committee.

* **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.

Throughout the duration of the 2022-2025 plan, implementation will be assessed regularly through an analysis of program data. Program data including student identification, student growth and AIG dropout information will be collected, assessed, and acted on to better meet the needs of gifted learners. AIG dropout and exit data will be analyzed to look for common trends and strategies to address the trends will be created. Program data will be collected to analyze student achievement and growth with regards to participation in the following programs: AIG, HAG, LIFT, Pre-AP, AP and IB. The Advanced Learning Department will work closely with the WS/FCS Equity and Accountability Department to

maintain, analyze and share AIG student data. The collection of a variety of data provides essential feedback for improving program components including identification, service delivery and professional development.

Student identification data is collected and monitored by the Advanced Learning Department to measure student performance based on identification pathways. Identification data is analyzed by demographics to identify disproportionality issues and underserved populations. High school staff members are provided with student enrollment goals to increase the number of underrepresented students in advanced courses. The Advanced Learning Department will collaborate with AIG catalysts, teachers and administrators to analyze student progress, trends and patterns of performance. Analyzation of the program data will be used to monitor program fidelity and effectiveness as well as make adjustments for improving outcomes for students.

* **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.

There are disparities between the demographics of Winston-Salem/Forsyth County Schools and the demographics of identified AIG students in WS/FCS, as evidenced by the data below. The Advanced Learning Department analyzes program data by demographics to ensure that underserved populations are accessing advanced course opportunities. This data is collected through collaboration with the Equity and Accountability Department, the Multilingual Learner Department and the Exceptional Children's Department. High school staff members are provided with student enrollment goals to increase the number of underrepresented students in advanced courses.

To address the underserved populations evident in the AIG program data, WS/FCS implements the following practices:

- A universal aptitude screening with the Cognitive Abilities Test (CogAT) is provided for all second grade students, fifth grade students and all new to district students. WS/FCS implements the use of the Alternate Verbal on the CogAT which provides for an alternate score without the Sentence Completion Test. Use of the Alternate Verbal ensures access for ML Learners.

- In collaboration with the WS/FCS Multilingual Learner (ML) department, assessment directions can be provided in other languages.
- For students identified as multilingual learners, the "Native Language Assessment for AG Identification" document is used to guide testing decisions. This is done in collaboration with the ML department.
- Administration of alternative assessments needed for ML students including the Naglieri and Logramos to allow equal access to testing.
- Academically Gifted (AG) Identification Pathway which allows the option for students to qualify for gifted education services without relying solely on a standardized test score. (See Pathways in Standard 1, Practice B)
- For twice-exceptional students, students will be provided with accommodations and modifications for testing.
- For twice-exceptional students, AIG services will be adjusted as needed to ensure support for their academic area of strength as well as their area of disability.
- The Advanced Learning team collaborates with the WS/FCS ML department to provide professional development to WS/FCS staff in the nurturing of potential of underrepresented populations by providing rigor for all students.
- Open course enrollment procedures are used for students in sixth through twelfth grade. Training is provided to school counselors on how to encourage students to take the most rigorous courses possible. Students and parents complete the enrollment process and are able to choose the courses that are the best fit for them without AIG identification being a factor. Course options include: Accelerated, Advanced, Honors, Seminar, Pre-AP, Advanced Placement (AP), International Baccalaureate (IB) and College and Career Promise (CCP).
- Advancement Via Individual Determination (AVID) programs have been added at multiple sites through the district to prepare students for rigorous coursework and the college pathway.
- Building norm data from universal screenings will be provided to schools for use in identifying the top 10-20% of students at each school for 3-5 LIFT students.
- The LIFT (Leading Instruction and Fostering Talent) program will be used to nurture the potential of students in kindergarten through second grade as well as students who are showing potential but not identified as AIG in third through fifth grade.
- Students who are identified as AIG and are struggling with one or more areas, may be referred to the school student services team (MTSS team) for further support for both the student and the teacher.

Click here to remove the table and use only the narrative field.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	16.79%	<5%	<5%	---	9.02%	---	21.41%
Male	23.28%	<5%	<5%	---	10.14%	---	22.59%
Total	20.07%	<5%	<5%	---	9.60%	---	22.03%

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.

The Director of Advanced Learning works with the WS/FCS Human Resources Department annually to determine AIG staffing allotments for schools based on AIG student needs. Human Resources will provide AIG teacher licensure endorsement and teaching assignment information yearly, including status on teachers who are seeking licensure endorsements. The Advanced Learning Department will collaborate with Human Resources to monitor those seeking licensure to ensure they are provided with the information on the district Canvas course and Praxis test information. The district Canvas course includes information on the characteristics of gifted learners, best practices and strategies for differentiating instruction. Beyond licensure, teachers are encouraged to stay up to date with best practices for gifted learners through professional development provided by the Advanced Learning Department.

For the 2022-2023 school year, a cohort will be formed with educators from Inspire 340 schools to participate in gifted educator courses from High Point University. The initiative is being funded through a grant with the Winston-Salem

Foundation with the goal of raising the number of AIG licensed educators in the Inspire 340 schools.

*** Practice G**

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

For the completion of the plan for 2022-2025, feedback from stakeholder groups was used to guide and revise the plan. Parents, students, and staff completed surveys to provide input on AIG services and overall school experience with regards to gifted education. The surveys will be sent out annually for feedback. Working with the Equity and Accountability Department, survey data can be tracked longitudinally to capture trends over time. Other internal surveys will be developed and conducted as needed to assess the needs of school staff with regards to meeting the needs of gifted learners at their schools. These surveys may request information on needs with regards to staffing, resources or professional development. Feedback will also be collected through collaborative meetings with administrators, district staff, teachers, and professional learning teams. Feedback on individual school programming will be provided in meetings with individual schools. Additional parent and student feedback will be collected during the creation of the differentiated education plan with school staff.

*** 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.

Winston-Salem/Forsyth County Schools Advanced Learning Department continuously monitors and assesses the implementation and execution of the local AIG program and plan. The process for the revision of the plan included creating a timeline for the revision process, collecting program data, and gathering feedback from stakeholders. For the completion of the plan for 2022-2025, feedback from stakeholder groups was used to guide and revise the plan. Parents, students, and staff completed surveys to provide input on AIG services and overall school experience with regards to gifted education. The draft plan was shared with stakeholder groups to gather input and make revisions.

Stakeholders involved in providing feedback used to revise the local AIG plan include:

- Parents of AIG students
- AIG students
- Teachers of AIG students
- School Administrators
- Instructional Services staff including the Chief Academic Officer, Executive Directors, content directors, special program directors and coaches
- Student Services staff including the Equity and Accountability Department and Students Services
- AIG Advisory Committee members (parents, teachers, administrators, students, community members and other instructional staff)

During the plan revision process, the Advanced Learning Department facilitated conversations focused on the analysis of data as well as successes and challenges of the local AIG program. Collaboration between other WS/FCS departments takes place to ensure the goals of the AIG program are aligned with the goals of the district including the strategic plan. Assessment of the local AIG plan is a continuous process that should take place among all stakeholders. If changes are needed to the local AIG plan during the cycle of the plan, the changes should be presented to the AIG Advisory Committee, the WS/FCS leadership team and the WS/FCS Board of Education.

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

It is a goal of the Advanced Learning Department to be transparent with the data collected from the AIG program. The Director of Advanced Learning collaborates with the Director of Equity and Accountability as well as district administrators to determine best practices and methods for sharing data reports with the public. Data that is shared includes: AIG survey data, growth scores and proficiency scores (EOC, EOG, IB and AP). Data will be shared promptly on the district's AIG website. The Advanced Learning Department gathers and evaluates data sources to analyze progress toward state goals and areas in need of improvement. Stakeholders who provide feedback during the revision process will have their feedback kept confidential and student identifying data will not be shared to protect student rights under FERPA.

The Advanced Learning Department complies and examines the following information for decision making and planning:

- Stakeholder survey responses
- Student achievement data
- Student growth data
- AIG Advisory Committee feedback
- Demographic data analysis
- Student identification data
- Student course enrollment data by identification and demographic

The dissemination of data will occur through:

- The Advanced Learning website
- Parent meetings
- AIG Advisory Committee meetings
- Administrator meetings
- School and PLT meetings
- AIGPPT Meetings

*** 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.

WS/FCS district policies and procedures exist to safeguard the rights of families. Information on parent and student rights is provided to parents/guardians. Identification information is shared on the Advanced Learning website as well as in Standard 1 of the AIG plan. As required by state law, the WS/FCS AIG Plan includes a procedure to resolve disagreements between parents or guardians and school officials when a child does not identify as AIG, or there are concerns regarding appropriate services or placement. In this district, this procedure is based on parent rights and due process procedures. The Family Education Rights and Privacy Act and WS/FCS Policy 5125 grants parents a right to inspect and copy any educational records maintained by WS/FCS relating to their child.

Parent consent is required for a child to move through the AIG screening process, including the reassessment process. If screening is needed, the parent/guardian will be contacted for permission to screen the student. If permission is granted by the parent/guardian, the student will go through the screening process. Please note parent consent is not required for universal aptitude screenings in second and fifth grades. Parents/guardians will be informed of screening results for their child and the placement decision. Parents/guardians must provide consent for their child to receive AIG services prior to services being provided by reviewing and signing the AIG-1 form. Once reviewed and signed by the parent/guardian, a copy of the AIG-1 will be kept in the student's AIG folder.

The Advanced Learning Department and school staff work collaboratively to gather and analyze AIG identification data for each student that is screened. The following process is followed once a student completes their screening for gifted education services:

- The "Student Eligibility and Placement Record" (AIG 1) is completed for the student by the Advanced Learning Department and provided to school staff.
- School staff should disseminate the AIG 1 information to parents informing them of the identification decision and collect signatures. If the student is eligible for gifted education services, the parent/guardian may accept or decline the services on the AIG 1. A copy of the signed AIG 1 form should be provided to the parent, the Advanced Learning office and placed in the student cumulative folder.
- If services are accepted, the Advanced Learning Data Manager will enter the student identification into the PowerSchool system.
- At the beginning of the school year, the appropriate school staff will complete a Differentiated Education Plan (DEP) for each HAG/AIG identified student. Once the DEP is created, the school staff will meet with the parent/guardian and student (if applicable) to discuss the DEP document. At the meeting, all parties will sign the DEP document. A review of the DEP document will be held at the end of the school year and at other times as needed. A copy of the DEP should be stored in the student's AIG folder.

If an AIG/HAG student is exhibiting any of the following more than one quarter, the AIGPPT Team may determine if a parent conference is required to discuss the student's performance:

- Repeated failure to complete work assigned.
- Substantial difficulty in understanding work that other students can do independently (without parental or tutorial assistance).
- A semester grade of D or F in any academic subject.

If it is determined that the student may need a change in placement, the "Guidelines for Mandatory Parent Conference and Change of HAG/AIG Placement Review" should be followed. A copy of the placement review conference documentation should be kept in the student's AIG folder.

Students who transfer to WS/FCS from another school system will have their paperwork assessed at the school level upon enrollment. The school will consult with the Advanced Learning Department to coordinate paperwork and any screening that is necessary to evaluate the student for gifted services.

- If a new student was identified as gifted in their previous school system, they will retain their gifted identification in WS/FCS. The student will not need to be reassessed.
- If a new student does not have current screening data, they will be administered an aptitude test to determine if they need additional testing for evaluation of the need for gifted services. (Current data is considered within the last 18 months.)
- Once administered the aptitude test, it will be determined if additional testing is needed.

The WS/FCS Parent and Student Rights states:

WS/FCS communicates openly with parents and students regarding identification, practices, and services available in the Academically/Intellectually Gifted Program. Parents and students can expect the following:

1. To have information available to parents and students of the opportunities available in the AIG program on an ongoing basis in their native language.
2. To have access to all data relevant to identification and placement for the student.
3. To be informed of alternative pathways available for identification and placement in the Gifted Program.
4. To agree to a plan for services that is updated yearly, in order to adequately serve the student's academic and social needs.
5. To meet with a school-based AIG team before any change in services is implemented.
6. To resolve any disagreement through a series of grievance procedures outlined in the District AIG plan.

Procedure to Resolve Disagreements

When a parent disagrees with the decision reached by the AIG Department or the principal, he/she may file a grievance in accordance with the Student-and-Parent Grievance Procedure, Policy 5145, as modified below.

Article 9B of NC state legislation should be referenced for disagreements. With regards to disagreements, Article 9B states:

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

- **Step 1: School Level**
  - The parent should discuss the disagreement with the principal within 90 days of the AIGPPT decision or issue of concern. If the grievance is not resolved after an informal discussion, the parent may submit a formal written grievance to the principal stating the reason(s) why the parent disagrees with the placement or service option decision. The principal will investigate the complaint and reply in writing, generally within 10 business days.
- **Step 2: Administrative Level**
  - If the parents are dissatisfied with the principal's decision, they may appeal in writing to the Advanced Learning Director within five business days of the receipt of the principal's decision.
  - The Advanced Learning Director will meet with the parent, review the student's records and the evaluation data, talk with the student's teachers, and prepare a written report and decision generally within 15 business days.
- **Step 3: Board of Education Level**
  - If the parents are dissatisfied with the decision from the Director of Advanced Learning, they may appeal to the Board of Education by submitting a formal grievance appeal form to the school attorney at PO. Box 2513, Winston-Salem, N.C.27102.

- A hearing will be provided within 30 days before a three-member panel of the board in accordance with the Student and Parent Grievance Procedure, Policy 5145.
- If the parents and WS/FCS cannot agree on the identification, evaluation, program, or placement of a child, then a third party shall be asked to mediate. Mediation serves as an attempt to resolve the problem before reaching a formal hearing. Mediation, however, cannot be used by either party to delay a formal due process hearing or other legal procedure.

Guidelines for Mandatory Parent Conference and Change of HAG/AIG Placement Review

- **Initial Parent Conference**
  - The AIGPPT Team may determine if a conference is required after at least one quarter if a student exhibits any of the following:
    - Repeated failure to complete work assigned.
    - Substantial difficulty in understanding work that other students can do independently (without parental or tutorial assistance).
    - A semester grade of D or F in any academic subject.

- **Change of Placement Criteria**
  - A change in academic placement should be considered if the student shows
    - Repeated failure to complete substantial work for at least two quarters.
    - A consistent pattern of low grades (D's or F's) for at least three quarters in at least two content areas or classes.

- **Considerations**
  - Every effort should be made to assist the student in overcoming academic obstacles. The aim is to provide schoolwork to each child at an appropriate level of challenge so that he/she can experience success. In some circumstances, it may become necessary to reevaluate placement to find a better match between the student's needs and the academic work expected in the program.
  - No one indicator alone is absolute, and any extenuating circumstances in a child's personal life should receive strong consideration. It may be required to follow a child's progress to ensure that a change in an academic setting does not compound an already existing problem.
  - The child's parents or other guardians should be consulted and kept informed of any academic difficulties the student experiences.

- Parents may request a change in the academic placement if, in their opinion, it would benefit the child.
- If the parents do not desire a change in the setting, the school system retains the right to make the final determination of the appropriate level of placement.
- Change in placement criteria, or criteria requiring a parent conference, should be discussed initially only between teachers, School Counselors, and parents. It is not appropriate for a teacher to discuss the change of placement criteria directly with the student concerned.
- Before a final decision is made, the student may be included in the discussion at the option of the parents.
- Change of placement must be reported to the Advanced Learning Department Director and change of placement forms must be completed and filed in student's AIG folder.

Click here to remove the table and use only the narrative field.

*** Ideas for Strengthening the Standard**

- Track students who undergo a change in placement services to monitor course selection and academic progress
- Develop a timeline for sharing of program data with stakeholders
- Provide guidance (checklist) for documents that should be kept in student AIG folders
- Create forms and/or editable pdfs for student documentation forms to make more user-friendly
- Create a more intentional procedure for organizing and tracking data for AIG, HAG, and LIFT students

Planned Sources of Evidence

* Budget Reports
* EVAAS and other data (organized into subgroups)
* Survey data summaries from annual surveys

* Student AIG folders
* Student identification forms such as AIG-1
* Annual fidelity checks
* Data results and analysis
* AIG Advisory committee meetings attendance, agendas, and minutes
* AIG Parents' Rights document

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 6 Additional Resources	N/A	Blank

Local Board of Education Approval

Winston Salem / Forsyth County Schools (340) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:
06/14/2022

Original Application Submission Date: 07/06/2022

Documents		
Type	**Document Template**	**Document/Link**
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	Local Board of Education Approval WSFCS

AIG Related Documents

Winston Salem / Forsyth County Schools (340) 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	Local Board of Education Approval WSFCS

Optional Documents		
Type	**Document Template**	**Document/Link**
AIG Glossary [Upload up to 1 document(s)]	N/A	Glossary of Terms
AIG Standard 1 Additional Resources	N/A	Appendix 3 Gifted Identification Pathways Blank
AIG Standard 2 Additional Resources	N/A	Blank
AIG Standard 3 Additional Resources	N/A	Blank
AIG Standard 4 Additional Resources	N/A	Blank
AIG Standard 5 Additional Resources	N/A	Appendix 1 Advisory Council Bylaws

		Appendix 2 Parent Student Rights
AIG Standard 6 Additional Resources	N/A	Blank

Glossary

Winston Salem / Forsyth County Schools (340) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition

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

Documents		
Type	**Document Template**	**Document/Link**
AIG Glossary [Upload up to 1 document(s)]	N/A	Glossary of Terms