

Mission/Vision Statement and Funding

**Winston Salem / Forsyth County Schools (340) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

\* LEA Superintendent's Name:

Catty Moore

\* LEA AIG Contact Name:

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

This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). 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 and related 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 2025-2028. 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 review and comment.

For 2025-2028, the Local AIG Plan is as follows:

\* Mission and/or Vision Statement(s)

Mission: The Advanced Learning Department's mission is to equip students with the necessary tools that empower, inspire, and engage through realistic, authentic, rigorous, and complex learning, respectful and representative of all.

Vision: We envision schools where the giftedness and high potential of every child are recognized, valued, and nurtured. In these environments, children from all backgrounds are empowered to achieve their personal best and make meaningful contributions to both their local and global communities.

**FUNDING FOR LOCAL AIG PROGRAM (as of 2025)**

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 5,056,320.51	* \$ 736,876.72	* \$ 43,062.15	* \$ 0.00

Standard 1: Student Identification

**Winston Salem / Forsyth County Schools (340) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**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, including universal screening, for every student to show their strengths and talents.

Winston-Salem/Forsyth County Schools (WS/FCS) has established comprehensive referral and screening procedures to identify students with academic and/or intellectual gifts in grades K–12. These procedures ensure all students have multiple, developmentally appropriate opportunities to demonstrate their potential and access gifted services.

### Training and Implementation

Referral and screening processes are consistently implemented across the district through annual training provided by the Advanced Learning Department. School-based gifted contacts—AIG Catalysts and Coordinators—receive this training to promote consistency and shared understanding.

### Referral Process

Students may be referred for gifted screening at any grade level (K–12) by their school's AIG Program Placement Team (AIG PPT), which completes the Recommendation for AIG Screening Referral form. Referral sources include teachers, school staff, parents/guardians, and students (self-referral is available for high school students).

Referrals should consider:

- Classroom performance and observed strengths
- Level 5 scores on state assessments
- Participation in LIFT (Leading Instruction and Fostering Talent)

- Enrollment in advanced or accelerated coursework

- Students whose potential may not be evident through traditional assessments

The AIG PPT reviews referrals and determines screening eligibility with the understanding student may be rescreened after 24 months.

Special Guidelines:

- Kindergarten–1st grade referrals should be reserved for students working consistently two grade levels above peers.
- HAG rescreenings require consistent two-grade-level advancement and 96th percentile scores in Reading and Math.
- Students identified as gifted in another district will retain that identification in WS/FCS with documentation submitted for records.

Parents/guardians will receive notice of screening and may opt their child out should they choose. Students will otherwise be screened, with screening limited to once every 24 months.

If screening is denied by a school's AIG PPT, parents may appeal to the Advanced Learning Director, who will determine eligibility for screening.

## Screening Process

### Grades K–2

- Early Kindergarten students undergo private evaluation per state policy. Qualifying scores align with HAG criteria.
- Students in Kindergarten and Grade 1 demonstrating two-grade-level advancement may be considered for grade acceleration and comprehensive evaluation.
- Grade 2 students participate in universal aptitude screening (CogAT) each fall. Alternate measures (e.g., NNAT-3, ALTV) are available based on student needs, such as multilingual learners or students in dual language programs.

Students scoring at or above the 85th percentile (composite or subtest) are eligible for achievement testing (Iowa or Logramos).

HAG identification requires an aptitude composite and achievement average total of 195 or greater.

AIG identification requires Aptitude score of 95th percentile or higher in one or more of the following subtests: verbal (reading), nonverbal (math), and/or nonverbal (math) or quantitative (math), or aptitude composite (verbal, quantitative, nonverbal) and achievement scores of 95th percentile or higher in the same subject as aptitude or the reading and math average

AG identification requires one starred criterion and two total measures, including:

- \*Aptitude = 90th percentile
- \*Achievement = 90th percentile (grade 2)
- Qualifying score performance task

IG identification requires an Aptitude score of 96th or higher in one or more of the following subtests: verbal (reading), nonverbal and/or quantitative (math) or composite

### Grades 3–5

Students not screened in the past 24 months and referred by the AIG PPT begin with aptitude testing (CogAT or alternate). Those scoring = 85th percentile proceed to achievement testing if no recent scores are available.

For students screening for HAG, the following are required:

- Reading and Math EOG/EOC scores = 96th percentile
- No aptitude test within the past 24 months

HAG identification requires an aptitude composite and achievement average total of 195 or greater.

AIG identification requires Aptitude score of 95th percentile or higher in one or more of the following subtests: verbal (reading), nonverbal (math), and/or nonverbal (math) or quantitative (math), or aptitude composite (verbal, quantitative, nonverbal) and achievement scores of 95th percentile or higher in the same subject as aptitude or the reading and math average

AG Pathway (Grades 3–5) Criteria:

AG identification requires one starred criterion and two total measures in the same area (Reading, Math, or Both), including:

- \*Aptitude = 90th percentile
- \*Achievement = 90th percentile (Iowa/Logramos) or Level 5 EOG
- Final grades of 90 or above
- Qualifying performance task score

IG identification requires an Aptitude score of 96th or higher in one or more of the following subtests: verbal (reading), nonverbal and/or quantitative (math) or composite

## Grades 6–12

Students may be referred for screening the HAG pathway, while the AG secondary achievement pathway will automatically result in identification. High achievement on EOG/EOC exams (Level 5) is used as the measure for the AG identification. For HAG, both Reading and Math scores must be in the 96th percentile, and screening must occur in Grades 6 or 7.

HAG identification requires an aptitude composite and achievement average total of 195 or greater.

AG identification requires a level 5 on the most recent Math and/or Reading EOG/EOC.

Parents/guardians are informed of results.

### \* Practice B

Establishes a process and criteria for AIG student identification at all grade levels, K-12, 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 (WS/FCS) has established comprehensive Gifted Identification Pathways to identify students across K-12 who demonstrate academic or intellectual giftedness in the areas of Reading and Math. These pathways are grounded in a commitment to ensure multiple opportunities for students to demonstrate strengths, the use of qualitative and quantitative data, and the development of a comprehensive learner profile for each student considered.

## Overview of Gifted Identification Pathways

WS/FCS utilizes multiple identification categories:

- Academically Gifted (AG) in Reading, Math, or both
- Academically and Intellectually Gifted (AIG) in Reading, Math, or both
- Highly Academically Gifted (HAG) in both Reading & Math
- Intellectually Gifted (IG) in Reading, Math, or both
- LIFT Pathway

Local norms, qualitative data (e.g., work samples, teacher input), and formal assessments are used in combination to avoid over-reliance on any single criterion. Exceptional performance on any one measure may warrant identification, but no one measure may exclude a student.

School staff are trained annually on gifted pathways and eligibility criteria, ensuring district wide fidelity in implementation.

## Eligibility Criteria by Pathway

### Highly Academically Gifted (HAG)

Students qualify for HAG services if they meet the following:

- Combined aptitude and achievement total = 195 (e.g., 97 aptitude + 98 achievement)

### Academically and Intellectually Gifted (AIG)

To qualify for AIG services:

- Aptitude score = 95th percentile in a relevant domain (e.g., verbal for reading, nonverbal/quantitative for math)

- Corresponding achievement score = 95th percentile in the same domain

## Academically Gifted (AG)

Grade 2 AG Pathway Students must meet at least one starred (\*) criterion and two total criteria:

- Aptitude = 90th percentile in verbal, nonverbal, quantitative, or composite
- Achievement = 90th percentile in reading and/or math
- Qualifying Performance Task score

Grades 3–5 AG Pathway Students must meet at least one starred (\*) criterion and two total criteria:

- Aptitude = 90th percentile (domain or composite)
- Achievement = level 5 (EOG) OR 90th percentile (Iowa, Logramos for students without an EOG score)
- Final grade average = 90%
- Qualifying Performance Task score

Grades 6–12 AG Pathway

- Level 5 on Reading and/or Math EOG/EOC

## Performance Task Process

The Performance Task provides a qualitative assessment option for students who may not qualify through aptitude or achievement scores alone. Students in Grades 2–5 may be considered.

- What it is: Curated grade-level tasks demonstrating problem-solving, critical thinking, and content mastery

- Who administers: Trained staff at the school site

- How it's scored: Using a rubric by a team of AIG personnel

## Screening and Testing Instruments

### Aptitude Test

- CogAT
- Administered no more frequently than every 24 months; alternatives provided for students with linguistic or accessibility needs (e.g. NNAT-3, InView)

### Achievement Tests

- Iowa Assessments, EOG, EOC
- Valid for 12 months; alternative tests available as needed (e.g. TerraNova, Logramos)

## Screening Timelines

Screening windows are set in collaboration with the Accountability Department and communicated by AIG Coordinators and Catalysts. They include:

- Universal aptitude screening (Grade 2)



- Referral-based aptitude screening (Grades 3–5 and Grades 6–7 for HAG)

- Performance Task administration (Grades 2–5)
- Standardized testing (EOG/EOC)

Parents are notified of screening opportunities, and results are shared on a clearly defined districtwide schedule.

---

## Private and Transfer Evaluations

Transfer Students identified in other districts retain their AIG designation upon enrollment in WS/FCS, with documentation reviewed and entered into district records.

Private Evaluations may be submitted using the district's approval process (AIG-2). To be considered:

- The student must already have scored at the 90th percentile in aptitude or achievement via district testing
- Only one test (aptitude or achievement) may be privately administered
- All assessments must be completed by a licensed NC psychologist using accepted instruments

Accepted aptitude and achievement tests include (but are not limited to):

- WISC-V, RIAS, CogAT, Iowa Assessments, KTEA-III, and WJ-IV



A complete list of accepted and non-accepted tools is maintained by the Advanced Learning Department.

---

## Expanded Excellence

The district emphasizes expanded excellence with gifted services by:

- Using local norms and multiple entry points
- Partnering with other district departments
- Encouraging talent development programming
- Reviewing identification data

  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, multilingual learners, highly gifted, and twice-exceptional.

Winston-Salem/Forsyth County Schools (WS/FCS) is committed to expanding excellence by identifying and nurturing giftedness in all student populations. The district analyzes demographic and placement data to guide practices that promote expanding excellence across the district.

## Multilingual Learners (MLs)

To ensure full participation of multilingual learners in gifted screening and identification processes, WS/FCS implements the following practices:

- Universal Aptitude Screening: All second-grade students participate in universal screening using the Cognitive Abilities Test (CogAT). For MLs, the Alternate Verbal score is used when applicable, which excludes sentence completion and is appropriate for K–2 students.
- Language Support: In collaboration with the ML Department, testing instructions are provided in multiple languages to support student understanding and comfort.
- Alternative Assessments: The district administers the Naglieri Nonverbal Ability Test (NNAT-3) and Logramos (Spanish-language achievement test) when appropriate, to ensure accurate representation of student potential.

▪ Supportive Guidance: The “Native Language Assessment for Gifted Identification” document, developed in partnership with the ML Department, guides decisions for ML student testing.

▪ Multiple Entry Points: The Academically Gifted (AG) Identification Pathway allows for gifted identification using multiple qualitative and quantitative measures—not solely dependent on standardized test scores.

▪ Professional Development: The Advanced Learning Department and the ML Department collaborate to offer training focused on nurturing potential in linguistically diverse learners and integrating rigorous opportunities for all.

---

## Twice-Exceptional (2e) Students

WS/FCS ensures gifted students with disabilities receive appropriate services through an integrated approach that supports both their strengths and their unique learning needs:

▪ Testing Accommodations: 2e students receive accommodations as outlined in their IEP or 504 Plan during screening and identification.

▪ Dual Support Plans: AIG services are adapted as needed to align with IEP goals and to provide continued enrichment in the student’s area(s) of giftedness.

▪ Collaborative Support: The Advanced Learning Team works closely with the Exceptional Children (EC) Department to ensure identification processes and gifted services are inclusive and supportive of 2e students.

▪ Professional Learning: Joint professional development is provided for staff to increase awareness and responsiveness to the complex profiles of twice-exceptional learners.

---

## Expanded Access and Excellence

To increase participation in advanced learning pathways, WS/FCS uses multiple strategies to broaden identification and access:

- Multi-Criteria Identification: The AG Identification Pathway ensures multiple entry points into gifted services through performance tasks, classroom performance, and achievement data. (See Practice B)
- Open Enrollment Policies: Students in grades 6–12 may enroll in advanced coursework—including Accelerated, Honors, Pre-AP, AP, IB, CCP (11th & 12th), and NCSSM—without gifted identification. Counselors are trained to encourage students to pursue rigorous courses aligned with their strengths.
- LIFT (Leading Instruction and Fostering Talent) Programming:
  - Schools receive reports of students who score at the top level in Reading & Math EOGs
  - LIFT is used to support all K–2 students and students in grades 3–5 who demonstrate potential but are not yet identified. Additional talent development opportunities are available to all with Deeper Learning & Portrait of a Graduate initiatives.
- MTSS Support: Identified AIG students struggling in academic areas may be referred to the school-based MTSS team for additional instructional and behavioral support.

Advanced Coursework Recruitment: The Advanced Learning Department partners with School Counseling and Accountability departments to recruit high school students for AP and DE/CCP courses based on predictive data. Outreach events are hosted for students and families to increase awareness and participation in college-level opportunities.

**Percent Ethnicity Identified as AIG**

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
<b>Female</b>	27.25%	<5%	<5%	---	10.67%	---	23.70%
<b>Male</b>	25.88%	<5%	<5%	---	12.19%	---	25.19%
<b>Total</b>	26.56%	<5%	<5%	---	11.45%	---	24.47%

**Percent of Total AIG Students Identified as Dual Exceptionality**

<5%

**\* Practice D**

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

Winston-Salem/Forsyth County Schools (WS/FCS) ensures that gifted screening, referral, and identification processes are implemented consistently across all schools through a structured, district-supported monitoring system. These procedures are regularly reviewed and updated to maintain alignment with state policy and best practices in gifted education.

## School-Based Implementation and Oversight

Each WS/FCS school designates trained personnel—such as AIG Coordinators, AIG Catalyst Teachers, administrators, school counselors, instructional facilitators, or principal designees—to lead the gifted screening and referral process. These individuals collaborate with the Academically and Intellectually Gifted Program Placement Team (AIGPPT) to ensure that all students have access to gifted services through consistent application of district processes.

## Training and Support

To promote consistency across sites:

- All school-based AIG testing personnel receive annual training on screening, referral, and identification procedures, including:
  - Testing policies and ethical practices
  - Evaluation instruments and procedures
  - Documentation and communication protocols

- Training is developed and delivered by the Advanced Learning Department, and materials (including policies, forms, and flowcharts) are centrally maintained and accessible via the Advanced Learning LiveBinder.

Additionally, testing dates and professional development sessions are shared with school leaders through:

- The district testing calendar
- Leadership meetings

- The WS/FCS principal newsletter

## Documentation and Monitoring Tools

To ensure transparency and fidelity:

- The “Student Eligibility and Placement Record” (AIG-1) is completed for every student screened for AIG services.
  - This form captures key decision points, is distributed to the family, and is placed in the student’s cumulative folder.
- AIG-1 and related documentation serve as a formal record of the identification process and are used to verify adherence to district procedures.

## District-Level Oversight and Continuous Improvement

The Advanced Learning Department:

- Reviews AIG-1 forms and supporting documentation to ensure consistency and accuracy
- Provides feedback to schools if discrepancies or gaps in documentation are identified
- Conducts periodic internal audits of school-level implementation through document reviews, site visits, and data monitoring
- Maintains a continuous cycle of improvement, reviewing and updating screening and referral policies annually based on data trends, staff feedback, and changes to state guidance

Additionally, updates to procedures and expectations are communicated across stakeholder groups to ensure clear understanding and consistent application districtwide.

This comprehensive monitoring system ensures that all schools in WS/FCS follow a clear, consistent, and student-centered process for gifted identification, grounded in best practices and responsive to the district's commitment to expanding excellence.

**\* Practice E**

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

Winston-Salem/Forsyth County Schools (WS/FCS) is committed to ensuring that all stakeholders—families, students, school personnel, and the broader community—are fully informed about the district's gifted screening, referral, and identification processes. Communication efforts are multi-tiered, multilingual, and ongoing, with a focus on accessibility, transparency, and proactive outreach.

## School and District-Level Communication

The Advanced Learning Department, in partnership with AIG Coordinators and Catalysts at each school, ensures regular and clear dissemination of information through a variety of formats:

- School and district websites (including the WS/FCS Advanced Learning website)
- Automated calls, emails, and newsletters
- In-person and virtual information sessions held at least once annually at each school by school the school AIG Catalyst or Coordinator
- Flyers, brochures, and quick-reference documents distributed throughout the school year

These resources provide guidance on gifted services (AIG and HAG), program pathways, eligibility criteria, and opportunities available across K–12.

## Parent and Family Engagement

Families are kept informed throughout each phase of the screening and identification process:

- Parents/guardians are notified of screening opportunities and may participate in informational meetings about gifted services.
- As students move through the screening process, families receive the “Student Eligibility and Placement Record” (AIG-1) documenting their child’s screening results and placement decision.
- All parents receive copies of “Parent Rights” and “Procedures to Resolve Disagreements” to support understanding of their options and rights.
- Parent conferences, phone calls, and digital communication are used to provide updates and address questions.

To ensure access for all families, WS/FCS collaborates with the Multilingual Learner (ML) Department.

## Professional and Stakeholder Communication

District-wide communication and collaboration structures include:

- Regular meetings of the Advanced Learning Department with AIG Coordinators, Catalysts, counselors, administrators, and instructional facilitators
- Annual and ongoing trainings for school staff to ensure consistent understanding of referral, screening, and placement processes
- Consultation with the AIG Advisory Committee to provide transparency and invite community input
- Collaboration with Instructional Services and other departments to support awareness across content and specialty areas



## Public-Facing Resources

The WS/FCS Advanced Learning Website serves as a central hub for program communication. Posted materials include:

- Advanced Learning Department contacts and roles
- AIG Plan for Services
- Credit by Demonstrated Mastery (CDM)
- Early Admission to Kindergarten
- Parent FAQs and resources
- Governor's School information
- AIG Advisory Committee updates
- Summer and residential program opportunities
- WS/FCS PAGE (Partners for the Advancement of Gifted Education) Chapter information

These coordinated efforts ensure that information about gifted identification is accessible and timely, strengthening family-school partnerships and community engagement throughout the district.

### \* Practice F

Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.

Winston-Salem/Forsyth County Schools (WS/FCS) ensures that all data used to support a gifted identification decision is clearly documented, reviewed with families, and maintained in student records. This process promotes transparency, accountability, and accurate service provision for each identified student.

## Documentation of Identification Decisions

After a student completes the screening process for AIG services, school and district staff collaborate to compile and analyze the student's data. This includes quantitative measures (e.g., aptitude and achievement scores) and qualitative indicators (e.g., performance tasks and classroom performance).

- The "Student Eligibility and Placement Record" (AIG-1) form is completed for each student screened. This document summarizes all data reviewed and the final eligibility determination.
- AIG-1 is shared with school staff, who are responsible for communicating the decision to families. Parents/guardians are provided with a copy of the AIG-1 and are invited to review the evidence.
- The AIG-1 form is distributed as follows:
  - A copy is provided to the parent/guardian
  - A copy is retained by the school in the student's cumulative folder

## Recordkeeping and Data Entry

- For each student identified as gifted, the Advanced Learning team enters the identification into PowerSchool/Infinite Campus to ensure accurate and timely updates to the student's official record.

## Annual Review and Differentiated Education Plans (DEP)

- Each school year, school staff complete a Differentiated Education Plan (DEP) for every gifted-identified student.
- A DEP meeting is held with the student (when appropriate), parent/guardian, and relevant school personnel (e.g., AIG Catalyst, classroom teacher, counselor).
- During the meeting, the team discusses the student's services, learning goals, and instructional strategies. The DEP is reviewed, revised as needed, and signed by all parties.
- DEPs are updated annually and reviewed again at the end of the school year or during transition points to ensure alignment with student needs.
- All DEP documents are stored in the student's cumulative folder.

This documentation process ensures that gifted identification decisions in WS/FCS are made with care, shared transparently with families, and consistently recorded in both school-based and districtwide systems. It supports the long-term academic success and appropriate service match for every gifted learner.

**\* Practice G**

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 developed and reviewed annually with parents/ guardians to ensure effective programming, provide a continuum of services, and support school transitions.

Winston-Salem/Forsyth County Schools (WS/FCS) develops and implements a Differentiated Education Plan (DEP) for every K–12 student identified as gifted. The DEP serves as a comprehensive and dynamic tool to match each student's services with their documented academic strengths and evolving learning needs.

## Development and Implementation of DEPs

- At the start of each school year, or immediately following the identification process, school personnel—such as the AIG Catalyst Teacher, AIG Coordinator, or classroom teacher—create or update the DEP for each identified student.

- For previously identified students, DEPs are reviewed and revised during the first quarter of the school year.
- For newly identified or reciprocally placed students, DEPs are completed after the identification process and the parent meeting.

Each DEP outlines the differentiated curriculum, instructional services, and support structures designed to:

- Challenge students through rigorous, advanced content
- Promote engagement through enrichment and extension activities
- Address individualized needs, including support for twice-exceptional learners and multilingual students
- Provide a continuum of services that support transitions across grade levels

## DEP Meeting and Review

- A meeting is held annually to review the DEP with the student (when appropriate), parent/guardian, and involved school personnel.
- DEPs are typically discussed in grade-level or group meetings, but individualized meetings are arranged for students with unique needs (e.g., 2e, ML learners, or those with special considerations).
- All participants sign the DEP, and a copy is:
  - Shared with the parent/guardian
  - Placed in the student's cumulative folder
  - Used by instructional staff to guide ongoing service delivery

A mid-year or end-of-year review is conducted to assess student progress toward goals and to inform service planning for the following year.

## DEP Components

Each DEP includes the following elements to ensure alignment with student needs:

- Student Information (Name, Grade, Identification Areas, School Year, etc.)
- Meeting Dates
- Service Delivery Model (pull-out, cluster, advanced course enrollment, etc.)
- Learning Environment Descriptions
- Instructional Strategies (differentiation, acceleration, compacting, etc.)
- Enrichment Opportunities
- Advanced Content and Resources
- Collaboration Notes for AIG Catalyst and Classroom Teachers
- Documentation of Individualized Needs (e.g., 2e, ML)
- Comments Section
- Participant List with Signatures and Dates

This standardized structure ensures consistency across the district while also allowing room for personalized support and program responsiveness.

## Alignment with Other Plans and Programs

- For twice-exceptional students, the DEP is developed in collaboration with the IEP team. IEP accommodations are honored and referenced to ensure alignment across services.
- For multilingual learners, DEP development includes consideration of their English language development plan (e.g., LIEP) to ensure instructional strategies are appropriate
- At the high school level, the DEP may be integrated with the student's four-year plan of study or accelerated learning plan (GRAD-006), ensuring continuity through graduation and beyond.

Through thoughtful planning, annual collaboration, and responsiveness to student needs, the DEP process in WS/FCS ensures gifted learners are supported with effective, individualized, and appropriately challenging educational experiences throughout their academic journey.

### \* Ideas for Strengthening the Standard

Add **student self-referral forms** (for Grades 4–12) and include reflection prompts that help students articulate their academic interests. Offer **portfolio-based review** options for students in transition years or with interrupted testing data (e.g., new arrivals or students with disabilities). Create a **short video series or digital orientation** for parents explaining each step of the identification process. Pilot **student-led DEP conferences** at the middle or high school level to increase engagement and ownership.

### Planned Sources of Evidence

\* Universal Screening Rosters

\* Completed Student Eligibility and Placement Records (AIG-1)

\* Printouts of Resources

Type

Document Template

Document/Link

AIG Standard 1 Additional Resources

N/A

Standard 2: Comprehensive Programming within a Total School Community

**Winston Salem / Forsyth County Schools (340) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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 AIG students, across all grade levels, K-12, 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 (WS/FCS) Gifted Program provides a comprehensive and differentiated continuum of services designed to meet the academic and intellectual needs of gifted learners across all grade levels, K–12. These services include a range of delivery models—consultative, push-in, pull-out, full-day, and acceleration—tailored to align with students' gifted identification area(s) and supported by collaboration among classroom teachers, AIG Catalysts, instructional facilitators, school counselors, and administrators. Services are integrated within the district's Multi-Tiered System of Support (MTSS) framework and guided by student Differentiated Education Plans (DEPs) or Individual DEPs (IDEPs), which ensure alignment with each student's needs and potential for growth.

**Services for Highly Academically Gifted (HAG) Students**

**Grades K–2**

- Service Models: Consultative, push-in, or pull-out services
- Personnel: Classroom teacher, AIG Catalyst, school counselor, instructional facilitator
- Opportunities: Early admission to kindergarten (per state guidelines), subject or grade acceleration (per district policy)

**Grades 3–5**

- Setting: Full-day, cross-curricular program clustered at Brunson and Southwest Elementary Schools
- Instruction: Homogeneous HAG groupings taught by AIG-credentialed or licensed teachers
- Acceleration: Math and ELA instruction delivered two years above grade level



Grades 6–8

- Setting: Full-day program at Hanes Magnet Middle School
  - Instruction: ELA and Math accelerated two years above grade level; extended Science and Social Studies
  - Personnel: AIG-certified teachers for core areas, with support from AIG Catalyst and instructional teams
- Grades 9–12
- Advanced Courses: Honors, Seminar, Pre-AP, Advanced Placement (AP)
  - Additional Opportunities: Credit by Demonstrated Mastery (CDM), Dual Enrollment, College and Career Promise (CCP), Career Center programs
  - Magnet Programs: Visual and Performing Arts, Health Sciences, STEM/STEAM, International Baccalaureate (IB), and College and Career readiness tracks

Services Offered for Academically and Intellectually Gifted (AIG) and Academically Gifted (AG) Students

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

#### Services Offered for Intellectually Gifted (IG) Students

#### Students in Grades K-2

Consultative 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

#### Services Offered for Leading Instruction & Fostering Talent (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, or consultative model of acceleration in area of high ability, in collaboration with classroom teacher, AIG Catalyst, school counselor, and Instructional Facilitator in the area(s) of LIFT identification.

Students who score in the top 10% on second grade 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 third grade LIFT program.

Students who score in the top level of Reading and/or Math EOGs for the previous school year and do not qualify for gifted identification are eligible for placement in the fourth and fifth grade LIFT programs.


- Note: School AIG PPTs (AIG Program Placement Team) have the flexibility to utilize other data points to add students to the LIFT program to best serve student needs.

### Advanced Programming Opportunities Across K–12

- International Baccalaureate (IB): Offered at Konnoak Elementary, Speas Global, Flat Rock Middle (IB Candidacy), Paisley Magnet, and Parkland Magnet High. Includes Primary Years (PYP), Middle Years (MYP), Diploma (DP), and Career-Related (CP) Programmes.
- Magnet Programs: Thematic focuses include College and Career, Multiple Intelligences, Visual and Performing Arts, STEM/STEAM, and Health Sciences.
- CDM (Credit by Demonstrated Mastery), CCP (College & Career Promise) Dual Enrollment: Available for advanced high school students pursuing accelerated or college-level coursework.

### Collaborative Structures and Supports

- AIG services are embedded within school-level and district MTSS structures, allowing for flexible grouping, data-based decision-making, and tiered support.
- Differentiated Education Plans (DEPs/IDEPs) document services and goals aligned with each student’s demonstrated strengths.
- AIG personnel provide consultation and resource development to general education teachers to support instructional planning.
- School counselors and instructional staff collaborate regularly to ensure the holistic development of AIG students.

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

Grade Span	Academically Gifted	Intellectually Gifted	Academically and Intellectually Gifted	Additional information
K-2	<p>* Consultative, pull-out or push-in model in area of identification in collaboration with classroom teacher, school counselor and Instructional Facilitator.</p>	<p>* Consultative in area of identification in collaboration with classroom teacher, AIG Catalyst, school counselor and Instructional Facilitator.</p>	<p>* Consultative, pull-out or push-in model in area of identification in collaboration with classroom teacher, AIG Catalyst, school counselor and Instructional Facilitator.</p>	<p>* Highly Academically Gifted (HAG) Service Models: Consultative, push-in, or pull-out services Personnel: Classroom teacher, AIG Catalyst, school counselor, instructional facilitator Opportunities: Early admission to kindergarten (per state guidelines), subject or grade acceleration (per district policy)</p>
3-5	<p>* 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.</p>	<p>* Consultative, pull-out or push-in model in area of identification in collaboration with classroom teacher, AIG Catalyst, school counselor and Instructional Facilitator.</p>	<p>* 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.</p>	<p>* Highly Academically Gifted (HAG) Setting: Full-day, cross-curricular program clustered at Brunson and Southwest Elementary Schools Instruction: Homogeneous HAG groupings taught by AIG-credentialed or licensed teachers Acceleration: Math and ELA instruction delivered two years above grade level</p>
6-8	<p>* 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</p>	<p>* 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)</p>	<p>* 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</p>	<p>* Highly Academically Gifted (HAG) Setting: Full-day program at Hanes Magnet Middle School Instruction: ELA and Math accelerated two years above grade level; extended Science and Social Studies Personnel: AIG-certified teachers for core areas, with support from AIG Catalyst and instructional teams</p>

9-12	<p>* 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</p> <p>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</p>	<p>* 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</p> <p>Alternative programming options such as Credit by Demonstrated Mastery (CDM), Dual Enrollment, 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</p>	<p>* 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</p> <p>Alternative programming options such as Credit by Demonstrated Mastery (CDM), Dual Enrollment, 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</p>	<p>* Highly Academically Gifted (HAG) Advanced Courses: Honors, Seminar, Pre-AP, Advanced Placement (AP) Additional Opportunities: Credit by Demonstrated Mastery (CDM), Dual Enrollment, College and Career Promise (CCP), Career Center programs Magnet Programs: Visual and Performing Arts, Health Sciences, STEM/STEAM, International Baccalaureate (IB), and College and Career readiness tracks Collaboration: AIG personnel partner with SEL coaches and school counselors to address academic, social, and emotional needs</p>
------	---	---	---	---

**\* Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.

The Winston-Salem/Forsyth County Schools (WS/FCS) Gifted Program recognizes that gifted students often demonstrate heightened social and emotional characteristics such as divergent thinking, intensities (excitability, sensitivity, and perceptiveness), perfectionism, and heightened self-awareness.

To ensure a comprehensive and student-centered approach, each school maintains an AIG Program Placement Team (AIGPPT). This multidisciplinary team includes the AIG Coordinator, school counselor, AIG Catalyst Teacher (K-5), AIG-certified teacher (6-12), an administrator, and a classroom teacher. These teams collaborate regularly with EC teachers, psychologists, mentors, and other support staff to design and implement services that meet the holistic needs of AIG students across academic, intellectual, and emotional domains. The AIGPPT meets throughout the year to review services and adjust supports based on student growth and emerging needs.

Gifted student services are embedded within the district's Multi-Tiered System of Support (MTSS) framework, allowing for tiered social-emotional supports, integrated service delivery, and data-informed decision-making. Student needs are also addressed through Differentiated Education Plans (DEPs) or Individual DEPs (IDEPs), which include social-emotional goals and support strategies as part of the planning process. These plans are accessible to all teachers, counselors, and specialists supporting the student, ensuring a shared understanding and continuity of services.

The WS/FCS Advanced Learning Department partners with the Student Services Department to design and deliver professional development around the social and emotional characteristics of gifted learners. Specific trainings are provided to school counselors, SEL coaches, and other personnel to better understand and support twice-exceptional learners and other student groups that may need additional SEL supports.


The SEL Department serves as a vital support structure, offering:

- Professional development on the emotional needs of gifted students,

- Guidance on classroom strategies for creating emotionally safe learning environments.

School counselors trained in the needs of gifted learners also provide consultative counseling and individualized support for AIG students. When needed, they collaborate with mental health professionals and community-based partners to refer students for more intensive services.

By embedding social and emotional supports into the fabric of gifted programming and collaborating across roles, WS/FCS ensures that gifted students are not only challenged academically but also nurtured socially and emotionally.

 [Click here to remove the table and use only the narrative field.](#)

**\* Practice C**

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

The Winston-Salem/Forsyth County Schools (WS/FCS) Advanced Learning Department ensures that gifted services are not standalone efforts, but deeply integrated into district priorities, instructional frameworks, and policies. Through intentional collaboration with departments in Instructional Services and Student Services, gifted programming aligns with district wide goals for expanded excellence and innovation in learning.

The Advanced Learning team partners closely with content area leads for ELA, Math, Science, and Social Studies to develop Unit Planning Organizers (UPOs). These UPOs embed differentiated strategies for gifted learners within the core curriculum and are designed to supplement the North Carolina Standard Course of Study. School-based personnel are trained in how and when to apply these resources to meet the academic and intellectual needs of gifted students in all learning environments.

AIG personnel also collaborate with the Exceptional Children (EC) and Multilingual Learner (ML) departments to co-develop and implement instructional strategies that address the specific needs of twice-exceptional and ML/AIG students. This collaboration ensures expanded excellence with advanced learning opportunities and supports alignment with Individualized Education Programs (IEPs), 504 Plans, and Language Instruction Educational Programs (LIEPs).

Gifted services are guided by the district's Vision for Teaching & Learning (VLT) and the Deeper Learning initiative, and are aligned with the state's Portrait of a Graduate competencies. These frameworks reinforce the district's commitment to cultivating durable skills, critical thinking, collaboration, and student-centered learning—all of which are integral to the gifted education model.

System-wide consistency in curriculum, pedagogy, and expectations for service delivery is maintained through ongoing communication with school administrators, instructional leaders, AIG Coordinators, AIG Catalysts, and classroom teachers. Professional development is provided in partnership with other departments. These sessions ensure that gifted services are implemented with fidelity and are aligned with other district-wide programs and resources.

The Advanced Learning Department curates and provides access to a comprehensive suite of resources for use by school personnel who support AIG students, including but not limited to:

- Math & ELA Enrichment Tools: AIG/HAG Math Pacing Guides, ELA Unit Planning Organizers
- Critical Thinking Resources: Primary Education Thinking Skills (K–2), Junior Great Books (3–8), Visible Thinking Strategies (K–5), Jacob's Ladder (K–5)
- Mindset and Culture Tools: Mindsets in the Classroom (6–8), Creating Cultures of Thinking (6–12)

- Curriculum Units: College of William and Mary Curriculum Units (for HAG), PETS, Upper Elementary Math Challenge (3–5), and others
- DPI-Supported Tools: AIG Booster Shots and AIG Learning Labs

In addition to enrichment resources, the district's adoption of new ELA and Math curriculum materials includes gifted-friendly instructional supports. Digital platforms and other blended learning tools allow teachers to monitor progress and tailor instruction through real-time data, supporting enrichment and acceleration in alignment with student needs.

These integrated efforts—grounded in collaboration, supported by district wide policies, and aligned with strategic priorities—ensure that gifted services in WS/FCS are embedded into the total school community and available to all identified students.

**\* Practice D**

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

WS/FCS supports intentional and flexible grouping practices to ensure that gifted students and other learners with advanced academic potential receive appropriately challenging instruction. Grouping decisions are made based on a variety of data sources including pre- and post-assessments, formative assessments, anecdotal records, diagnostic data, and teacher observations. This data is reviewed regularly within grade-level teams, Professional Learning Communities (PLCs), and AIG Program Placement Teams (AIGPPTs) to adjust instruction and ensure services are aligned with each student's demonstrated needs.

Grouping strategies are flexible and may include:

- Homogeneous ability groups for targeted instruction,
- Cluster grouping within heterogeneous classrooms,
- Push-in, pull-out, or full-/half-day models,
- Cross-grade and subject-based groups when appropriate.

These groupings are designed to be fluid and responsive to students' academic growth, interest, and readiness.

## Flexible Grouping Procedures by Level



## Grades K–2

All K–2 students benefit from exposure to enrichment and talent development opportunities through a consultative, push-in, or pull-out service model.

- AIG catalysts collaborate with classroom teachers, counselors, and instructional facilitators to group students for instructional tasks that promote higher-level thinking.
- These early experiences help inform universal screening and grouping decisions for services in second grade.

## Grades 3–5

AIG/AG and high-potential (LIFT) students are grouped using various service models including:

- Cluster grouping within the general education classroom,
- Pull-out or push-in sessions focused on advanced content,
- Half-day or full-day services.

Eligibility for LIFT is determined through:

- Top 10–20% performance on aptitude/achievement tests,
- High performance on Reading and/or Math EOGs,
- Teacher recommendation and additional data points (as reviewed by the AIGPPT).

This ensures that students with untapped or emerging potential are supported through enriched, accelerated learning experiences that promote their academic growth.

## Grades 6–8

Middle school students are grouped through flexible scheduling options aligned with academic performance and student interest.

- AIG students are often scheduled in advanced ELA and Math classes one year above grade level.

- HAG students are served through full-day advanced programming at Hanes Magnet, with homogeneous grouping and integrated core instruction. ELA & Math classes are scheduled at two years above grade level.

- Cluster grouping is also implemented within general education classes where appropriate.

- Open enrollment is available for students to access accelerated courses, without requiring gifted identification.

### Grades 9–12

WS/FCS uses open course enrollment policies to support student access to rigorous academic pathways without requiring formal AIG identification.

- Students, with input from families and counselors, may enroll in a wide variety of advanced courses including Accelerated, Honors, Seminar, Pre-AP, AP, IB, and CCP/Dual Enrollment.

- Grouping at the high school level is driven by course selection, with students grouped by interest, readiness, and long-term academic goals.

#### **\* 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.

Winston-Salem/Forsyth County Schools (WS/FCS) ensures that all teachers, school administrators, and support staff are informed about the delivery of differentiated services for gifted students, state and federal regulations regarding gifted education, and the district's local AIG plan. These efforts are consistent, ongoing, and tailored to the specific responsibilities of each stakeholder group.

The Advanced Learning Department leads this work through structured and recurring communications, professional development opportunities, and leadership collaborations.

### District-Level Communication and Training

- The Advanced Learning Department conducts annual training sessions for all school-based AIG Coordinators. These sessions include updates on:

- AIG identification and eligibility processes

- Service delivery models

- Use of DEPs/IDEPs

- Regulations and expectations under NC AIG Program Standards

- Implementation of the local AIG plan

- AIG Coordinators serve as key school-level liaisons who ensure all teachers and administrators are aware of gifted student services, available supports, and best practices for differentiation.

### Secondary-Specific Communication

- The Advanced Learning Department collaborates with middle and high school counselors, instructional staff, and administrators to promote awareness and understanding of advanced learning opportunities available to all students—regardless of gifted identification. These opportunities include:

- AP, IB, and CCP/Dual Enrollment
- Credit by Demonstrated Mastery (CDM)
- Governor’s School nominations
- Honors, Seminar, and Pre-AP courses

### Administrator and Leadership Communication

- The Advanced Learning Director presents updates at district principal meetings and attends the annual Summer Leadership Retreat for Administrators, delivering presentations on:
  - AIG programming goals and changes
  - Policy updates and procedural changes

- School-level expectations for expanded excellence and services

- Instructional Facilitator (IF) meetings also serve as a platform where the Advanced Learning Department shares program updates and instructional strategies.

## School-Level Communication and Implementation

- Differentiated services and instructional decisions are managed through the AIG Program Placement Team (AIGPPT) at each school. The school-based AIG Coordinator acts as the primary contact and communicator, facilitating collaboration among teachers, administrators, and families.
- AIG Coordinators ensure that general education teachers:
  - Understand DEP/IDEP expectations
  - Have access to student plans and service models
  - Receive instructional strategies and resource support for gifted learners

## Resources and Professional Learning

To ensure consistent communication across all stakeholders, WS/FCS is developing and distributing a suite of resources including:

- A “WS/FCS AIG Plan Rubric and Service Delivery One Pager” to summarize key components of the local AIG plan for all staff
- A professional learning module on gifted characteristics and differentiation strategies for all new teachers

These layered communication efforts ensure that AIG services are understood, implemented consistently, and continuously supported at all levels of the system.

### \* Practice F

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

Winston-Salem/Forsyth County Schools (WS/FCS) is committed to maintaining the continuity of gifted services through proactive, ongoing communication among teachers, instructional leaders, and schools. The Advanced Learning Department facilitates a variety of intentional communication systems to support the effective transition of gifted students between grade levels, school buildings, and instructional settings.

## System-Level Communication Tools

The Advanced Learning Department ensures that educators, support staff, and school leaders remain informed about gifted services and student needs through a variety of centralized tools, including:

- PowerSchool/Infinite Campus reports listing current AIG/HAG identified students, shared with AIG Coordinators and school leaders
- The Advanced Learning LiveBinder and Canvas Page, accessible by all AIG Catalysts, Coordinators, and staff, offering key documents, guidelines, service models, and resources
- AIG-specific entries in the WS/FCS Monthly Principal Newsletter as needed
- Regular email updates to AIG personnel and school staff
- Distribution of the WS/FCS DEP/IDEP Templates and guidance documents
- Advanced Learning Department website and individual school websites featuring program information

These methods ensure real-time, consistent access to updates regarding identification, services, regulations, and transition support tools.

## Professional Collaboration Structures

Collaborative meetings and shared learning opportunities are regularly scheduled to ensure gifted services remain aligned and continuous. These include:

- AIG Coordinator and AIG Catalyst meetings for service coordination, compliance, and instructional planning
- Book studies and Share Sessions hosted by the Advanced Learning Department to support continuous professional learning among school-based and district staff

These structures foster cross-school dialogue and collaborative planning, particularly around transitions and changing student needs.

## DEP Meetings and Student Transitions

The Differentiated Education Plan (DEP) serves as a critical tool for ensuring instructional continuity for gifted students. Group DEP meetings are conducted at the school level by grade span to:

- Inform parents/guardians and teachers of upcoming services
- Share advanced learning opportunities and expectations
- Review academic and social-emotional supports
- Facilitate a seamless transition for students moving to new schools or instructional settings

DEP documentation includes not only the student's identification and services but also instructional preferences, areas of interest, and social-emotional considerations. These plans are shared with "receiving" teachers, counselors, and support staff at the next grade level to guide individualized instructional planning.

## Transition Events and Family Communication

Schools host Open House events and grade-span transition meetings for families and students. These events provide:

- Overviews of upcoming academic opportunities (e.g., Honors, gifted cluster, or advanced course pathways)
- Guidance on social-emotional changes and supports as students transition into new environments
- Recommendations for parent advocacy and student success
- Information about available extracurricular and enrichment programs

When students transfer from another school within or outside the district, the school's AIG Coordinator and AIGPPT facilitate a review of the student's identification records and service history to ensure continuity. Collaboration with EC and ML departments is also used to ensure support for twice-exceptional and multiingual gifted students during transitions.

### \* Practice C

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

Winston-Salem/Forsyth County Schools (WS/FCS) is committed to meeting the academic needs of advanced learners through a variety of structured acceleration opportunities. Acceleration is used when a student demonstrates mastery of current grade-level content and readiness for more advanced learning, as confirmed through a body of evidence. These opportunities are designed to ensure that students are progressing at a pace and level that appropriately challenges and supports their intellectual growth.

### **Subject and Grade Acceleration (Grades 3–8)**

Subject acceleration is available for AIG and HAG students in ELA and Math, beginning in Grade 3.

- AIG students typically receive instruction one year above grade level, while HAG students are accelerated two years above grade level.
- Service models for gifted identification (HAG/AIG/AG/IG) include consultative support, push-in/pull-out, and whole- or half-day grouping, depending on school context.
- HAG students are served in designated full-day programs at Brunson Elementary, Southwest Elementary, and Hanes Magnet Middle School.

Instructional staff receive targeted acceleration support tools, including:

- Mathematics Pacing Guides developed by the WS/FCS Math Department
- ELA Unit Planning Organizers collaboratively developed by the ELA and Advanced Learning teams  
These resources ensure consistency and rigor in delivering accelerated content across settings.

### **Compacted Content (Grades 6–8)**

In grades 6–8, advanced learners participate in Advanced ELA and Accelerated Math courses. These courses use a compacted curriculum model, condensing grade-level standards to allow students to explore content more deeply and move ahead at a faster pace. Compacted content ensures mastery of essential standards while making space for more complex, enriched learning experiences.

### **Credit by Demonstrated Mastery (CDM)**

WS/FCS offers Credit by Demonstrated Mastery (CDM) as a pathway for students to receive course credit without seat time, based on the demonstration of deep content understanding.

- CDM is available to high school students (Grades 9–12) and middle school students (Grades 6–8) who are enrolled in high school-level courses (e.g., Math I).

▪ The CDM process includes two required phases:

- Phase I: Standardized assessment of content mastery
- Phase II: Completion of an artifact that demonstrates applied understanding in a real-world or interdisciplinary context
- A successful demonstration in both phases results in the student earning credit and moving into the next-level course.
- CDM opportunities and guidance are included in the district's ALG LiveBinder for easy school-based access and implementation.

### **Dual Enrollment through Career & College Promise (CCP)**

High school students may participate in tuition-free college-level coursework through Career & College Promise (CCP) in partnership with local colleges.

- Students in grades 11–12 who meet academic eligibility can access courses aligned with their career or college pathways.
- Early access is available for reading & math gifted-identified students in grades 9–10 with demonstrated strengths in both ELA and Math.
- CCP expands postsecondary preparation and allows students to earn both high school and college credit simultaneously.

### **Early Admission to Kindergarten**

WS/FCS adheres to G.S. 115C-364, which permits early admission to kindergarten for children who demonstrate exceptional academic and intellectual readiness.

- Children who are four years old on or before April 16 may be considered for early admission through a comprehensive application and evaluation process that includes:
  - Aptitude and achievement test scores at the 98th percentile
  - Two letters of recommendation from individuals who know the child in structured settings
  - Work samples demonstrating advanced ability



- Parent and child interviews conducted by the school principal

- Final decisions rest with the school principal, with appeals allowed per board procedure.
- AIGPPT teams review submissions and provide recommendations based on data and district procedures outlined in the AIG LiveBinder.

### Whole-Grade Acceleration

In rare and exceptional cases, whole-grade acceleration may be approved when a student's academic achievement and social-emotional development indicate a compelling need.

- Requests for grade acceleration may be initiated by parents, school staff, or AIG personnel.
- The AIGPPT collects evidence including assessments, observations, social-emotional evaluations, and school readiness factors.
- Final decisions are made in collaboration with the Advanced Learning Department and the Area Superintendent's Office.

When acceleration requires a school transfer, the principals of both sending and receiving schools must be in agreement.

#### \* Practice H

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

Winston-Salem/Forsyth County Schools (WS/FCS) is committed to cultivating the academic and intellectual potential of all K-3 students through purposeful talent development programming. These efforts are especially focused on students whose strengths may not yet be formally recognized through traditional identification measures.

To ensure expanded access to advanced learning, the Advanced Learning Department collaborates with other relevant departments to design and implement programming that is developmentally appropriate and aligned with district instructional priorities.

### Grades K-2: LIFT – Leading Instruction & Fostering Talent

All students in K-2 participate in LIFT, the district's early talent development model designed to recognize and nurture advanced thinking skills, creativity, and communication among primary-aged students.

- AIG Catalysts and classroom teachers collaborate to implement high-interest learning experiences that promote:

- Critical thinking and problem-solving
- Visual-spatial reasoning
- Creative and evaluative thinking
- Oral language development and academic vocabulary
- Key instructional resources include:
  - Primary Education Thinking Skills (PETS)
  - Thinking Routines from Visible Thinking

These activities are integrated into daily instruction and delivered through push-in, pull-out, or consultative models in collaboration with classroom teachers, school counselors, and instructional facilitators. They serve both as enrichment and as early interventions that prepare students for more advanced academic tasks and help uncover strengths that may otherwise remain untapped.

### Grades 3–5: LIFT Talent Development for High-Potential Learners

Students in grades 3–5 who demonstrate high academic potential but have not yet met formal AIG identification criteria may continue to participate in the LIFT program.

- Eligibility is based on a body of evidence, including:
  - Top 10% on aptitude and/or achievement tests
  - Strong EOG performance in reading and/or math, with a highest level (i.e. level 5) score
  - Teacher recommendations and additional classroom performance indicators
- Instruction is delivered in the area(s) of high potential through small-group enrichment, cluster grouping, or integration into gifted services.

The goal of LIFT in grades 3–5 is to provide targeted enrichment and scaffolding to students who show signs of advanced learning ability, offering the same types of challenges and rigor as their gifted peers. These students are monitored for potential referral for formal AIG identification and are included in collaborative planning efforts through the school's AIG Program Placement Team (AIGPPT).

Broader talent development is provided for all students through the district's deeper learning and portrait of a graduate initiatives.

Through LIFT and the broader talent development framework, WS/FCS ensures that early learning environments provide the experiences, access, and support needed to recognize and grow potential in every child. These efforts create a pipeline for future identification while also honoring the strengths and promise of every learner.

**\* Practice 1**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.

Winston-Salem/Forsyth County Schools (WS/FCS) is committed to promoting expanded excellence by identifying and nurturing the potential of students from a wide range of backgrounds and experiences. Through intentional talent development efforts and frontloading opportunities, the district ensures that students have access to advanced learning pathways that prepare them for success in rigorous academic settings.

### Cultivating a Culture of Excellence for All Learners

WS/FCS believes that academic excellence should not be limited to a select few but should be accessible to all students with potential for advanced achievement. Through our practices, we aim to build a culture that encourages high expectations and honors many pathways to academic success.

### Collaborative Partnerships to Strengthen Access

To broaden opportunities and expand instructional excellence, WS/FCS partners with:

- North Carolina AP Partnership (NCCAP) to provide professional development that equips teachers to identify untapped potential and support students in accessing and succeeding in Advanced Placement (AP) coursework.
- Forsyth Tech's College and Career Promise (CCP) program to offer tuition-free college-level courses and career-aligned pathways for qualified high school students.

These partnerships expand access by providing rigorous, real-world learning experiences and support structures that help students develop confidence, competence, and future readiness.

## Pre-AP and Advanced Course Pathways

WS/FCS has implemented Pre-AP courses in high schools to help students bridge the gap between standard and advanced coursework. These courses build foundational skills in reading, writing, and reasoning and provide a launchpad into AP and other rigorous courses.

All secondary students are supported in accessing advanced coursework through a policy of open enrollment. Students may choose Honors, Pre-AP, AP, IB, CCP, and Seminar courses based on their readiness and interest—regardless of formal gifted identification status.

## Targeted Talent Development and Frontloading Strategies

We use data-informed strategies to proactively identify students in grades 4–12 who may benefit from advanced learning opportunities but have not yet participated in them. These students are offered:

- Enrichment clubs, advanced math and literacy groupings, and targeted invitations to accelerated coursework.
- Pre-AP to develop durable academic skills and build confidence.
- Frontloading supports, such as early exposure to complex texts, analytical tasks, and collaborative learning, to prepare students for future success in honors and advanced programs.

Students participating in LIFT (Leading Instruction & Fostering Talent) programming in upper elementary may continue to receive enrichment services through pull-out, push-in, or cluster grouping, with ongoing monitoring and instructional support.

## Feedback-Driven Growth

WS/FCS actively collects and reflects on feedback from students and families to ensure advanced learning programs are responsive to their needs. This feedback, along with student performance and participation data, is used to adjust services, identify programming gaps, and inform school-based and district-level decision-making.

## Shifting Mindsets Through Data and Storytelling

To promote sustained access to advanced learning opportunities, the district leverages data and meaningful dialogue with teachers, administrators, and families to:

- Reframe how student potential is recognized
- Celebrate student success and persistence in advanced coursework

- Encourage new ways of thinking about instructional support and talent identification

By building shared ownership of expanded excellence across the school community, WS/FCS is creating an environment where more students can thrive in rigorous academic settings.

**\* Practice J**

Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.

Winston-Salem/Forsyth County Schools (WS/FCS) is committed to supporting gifted and advanced learners beyond the regular school day by offering a wide variety of extracurricular and enrichment opportunities that foster creativity, critical thinking, leadership, and deep engagement with areas of student interest. These experiences are designed to extend learning, nurture emerging talents, and broaden access to advanced learning across all grade levels.

### Enrichment During and After School

Through collaboration with other departments and community partners, the Advanced Learning Department coordinates and promotes numerous school-based and districtwide extracurricular programs. These include both academic and creative outlets:

- Academic Competitions:
  - Battle of the Books
  - Math Olympiad
  - Science Olympiad
  - Quiz Bowl
  - MathCounts
- Innovation and Problem-Solving Events:
  - Odyssey of the Mind
  - Robotics Competitions

- Innovation Showcase

- Global and Civic Engagement:
  - Model United Nations
- Creative Expression and Language Arts:
  - Poet Laureate Contests
  - Creative Writing Showcases

Programs are offered during the school day (lunch clubs, enrichment blocks), after school, on weekends, and through district-sponsored events. These opportunities provide outlets for high-ability students to explore interests, collaborate with peers, and showcase their talents in a supportive environment.

### Summer Enrichment Opportunities

Gifted and advanced students are also encouraged to participate in summer programs that extend learning and provide unique, intensive enrichment experiences. Opportunities shared with eligible students include:

- NC Governor's School
- Johns Hopkins Center for Talented Youth
- Duke University Camps
- STEM/Robotics Camps

These summer options provide exposure to advanced coursework, real-world problem-solving, and career-connected experiences, and help students develop independence and confidence.

### Communication and Student Recruitment

To ensure expanded participation, the Advanced Learning Department utilizes a broad range of communication strategies to share information and recruit students for enrichment and acceleration opportunities. These include:

- PeachJar digital flyers
- School and department websites
- Automated phone calls
- Remind and ClassDojo messages
- Email communication to families and staff
- Face-to-face information sessions and presentations
- Community outreach events

Special attention is given to recruiting students demonstrating high potential who may not yet be formally identified as gifted.

### **Purposeful Talent Development and Student Voice**

Teachers, counselors, and AIG catalysts and coordinators collaborate to match students with enrichment opportunities aligned to their strengths and interests. This process often includes input gathered from:

- Classroom observations
- Student surveys
- Differentiated Education Plans (DEPs)
- Parent recommendations

Students are encouraged to showcase their learning through competitions, performances, exhibitions, and presentations. These public-facing events not only celebrate student achievement but also serve to motivate peers and inspire continued exploration.

By providing access to rich extracurricular programming, WS/FCS ensures that gifted students have multiple avenues to pursue their passions, deepen their knowledge, and engage in meaningful experiences that support their long-term growth and aspirations.

**\* Ideas for Strengthening the Standard**

Partner with local businesses, arts organizations, museums, and universities to offer **mentorships, internships, or workshops** for gifted students. And, consider **sponsored enrichment days** (e.g., STEM Saturdays, Writing Workshops) hosted at community sites.

Develop a **student ambassador program** for enrichment opportunities to encourage peer recruitment.

Design or label enrichment experiences around key skills like **communication, collaboration, critical thinking, and creativity**, linking back to the **Portrait of a Graduate** framework.

**Planned Sources of Evidence**

\* program rosters & participation logs

\* event flyers

\* Documentation of Partnerships and Professional Learning

**Documents**

**Document/Link**

**Document Template**

AIG Standard 2 Additional Resources

N/A

**Type**



Standard 3: Differentiated Curriculum and Instruction

**Winston Salem / Forsyth County Schools (340) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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 by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies.

Winston-Salem/Forsyth County Schools uses the North Carolina Standard Course of Study (NCSCOS) as a foundational framework and intentionally differentiates instruction through enrichment, extension, and acceleration strategies to meet the diverse academic and intellectual needs of AIG learners. These efforts are guided by ongoing assessment and collaboration between the Advanced Learning Team and the WS/FCS Instructional Services Department to raise rigor in core classrooms while supporting the needs of gifted students.

Pre-assessments are systematically implemented to determine students' mastery of grade-level content, ensuring AIG students are appropriately placed for accelerated or enriched instruction. This process informs instructional planning and pacing decisions across grade levels and content areas.

Three models of differentiation—enrichment, extension, and acceleration—guide how WS/FCS adapts the NCSCOS to challenge AIG learners. Each model includes strategies that are integrated across subject areas and grade levels to foster student growth and engagement.

## Enrichment

The enrichment model of differentiation is used to provide students with educational opportunities that go beyond the standard curriculum. It encourages deeper learning, intellectual engagement, and intrinsic motivation by tapping into students' interests and real-world applications. Enrichment strategies are adapted and integrated into the core curriculum, ensuring gifted learners are both challenged and supported. Benefits of enrichment include developing advanced thinking skills, promoting creativity, and preparing students for lifelong learning.

Suggested Strategies:

- Independent Studies
- Seminars

## ▪ Concepts and Concept Development

- Tiering
- Questioning
- Personalized Learning through Computer-Based Instruction
- Project-Based Learning
- Exploratory Activities (e.g., guest speakers, field trips, virtual tours, simulations, and experiments)

More information can be found on the [AIG Booster Shots site from NCDPI](#).

---

## Extension

The extension model provides more challenging, standards-based learning opportunities. It is designed to address the unique needs of gifted learners by promoting depth and complexity in learning and fostering independent thinking, creativity, and real-world problem-solving.

Suggested Strategies:

- Independent Studies
- Seminars
- Concepts and Concept Development
- Compacting
- Tiered Assignments

- Questioning

- Project-Based Learning

- Problem-Based Learning

Extension activities are often interdisciplinary and encourage students to explore topics through collaborative inquiry and higher-order thinking skills.

## Acceleration

The acceleration model is used when students demonstrate mastery of grade-level content and are ready to move beyond their current instructional level. This ensures students progress at a pace that best matches their academic readiness.

In WS/FCS, subject-specific acceleration is implemented in reading and mathematics for AIG and Highly Academically Gifted (HAG) students in grades 3–5:

- AIG/AG students are accelerated one grade level in the subject area.

- HAG students are accelerated two grade levels and may attend one of three dedicated HAG sites: Brunson Elementary, Southwest Elementary, and Hanes Magnet Middle School.

Acceleration is delivered through models such as:

- Consultative services

- Pull-out and push-in instruction

- Whole- and half-day grouping

For HAG students remaining at their home schools, differentiated services are provided by trained staff at the AIG/AG level.

Additional acceleration options include:

- Credit by Demonstrated Mastery (CDM): Available to middle and high school students to earn course credit by demonstrating content mastery through an exam and a real-world application artifact. This process is GPA-neutral and promotes advancement into more rigorous coursework.

## Grouping of Students

WS/FCS supports a range of grouping models to optimize learning experiences for AIG students. While adhering to state class size requirements, schools are encouraged to implement the following grouping practices:

- HAG students are homogeneously grouped at designated sites.
- AIG and AG students are recommended to be cluster grouped in reading and math using pull-out, push-in, whole-day, or half-day models.
- Cluster grouping allows gifted students to interact with intellectual peers while accessing advanced content in a general education setting.

Grouping ensures students engage with peers of similar and varying interests, abilities, and needs in a flexible and intentional manner.

## Secondary Advanced Learning Opportunities

WS/FCS uses an open course enrollment model for students in grades 6–12. Students and families can select rigorous courses based on readiness and interest, regardless of formal gifted identification.

Available courses include:

- Accelerated
- Advanced
- Honors

- Seminar
- Pre-AP
- Advanced Placement (AP)
- International Baccalaureate (IB)
- College and Career Promise (CCP)

## Planning and Professional Collaboration

Intentional planning structures are in place to support differentiated curriculum and instruction for gifted learners:

- Professional Learning Teams (PLTs): Meets weekly at each school to discuss instructional strategies, including for AIG students.
- AIG Catalyst Teacher Meetings: Monthly meetings with the Advanced Learning Program Manager for support and strategy sharing.
- AIG Coordinator Meetings: Held regularly to review data, plan services, and align district practices.
- Content-Level Team Meetings: Led by the Instructional Services Department to align curriculum development with advanced learning needs.

## Professional Development

The WS/FCS Advanced Learning Team provides robust professional learning opportunities for staff on differentiation and increasing rigor for all learners.

These supports empower teachers to refine their practice and meet the needs of diverse gifted learners.

## Resources for Differentiation

Teachers and specialists have access to a wide range of evidence-based resources, including:

- AIG/HAG Math Pacing Guides
- ELA Unit Planning Organizers
- AIG Booster Shots (NCDPI)
- AIG Learning Labs (NCDPI)
- PETS (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 & Mary Curriculum Units (HAG)
- Primary and Upper Elementary Math Challenge

- Building Education Thinking Skills (K–5)

These tools support enrichment, acceleration, and the development of durable skills such as critical thinking, creativity, and personal responsibility.

**\* Practice B**

Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.

Winston-Salem/Forsyth County Schools recognizes that gifted learners thrive when their instruction is responsive to their unique abilities, academic readiness, and personal interests. Teachers of advanced learners use a variety of qualitative and quantitative data sources—including informal observations, formative and summative assessments, interest surveys, and learning profiles—to shape instructional strategies that are rigorous, engaging, and meaningful.

Instructional decisions are guided by a thoughtful analysis of several key student characteristics, including (adapted from ASCD PD Online: "Differentiated Instruction: Teaching with Student Differences in Mind," 2011):

- Background knowledge and prior experiences
- Level of content understanding and misconceptions
- Personal interests related to subject matter
- Communication, reasoning, and thinking skills
- Social-emotional development
- Preferred learning profiles and modalities

These insights help educators align strategies with students' learning needs through differentiation of content, process, product, and environment.

## Instructional Strategies Based on Readiness, Ability, and Interest

Teachers use a wide range of strategies to differentiate instruction for gifted students. These strategies promote depth, complexity, creativity, and choice, while fostering intellectual engagement and ownership of learning.

### ◆ Strategies for Differentiating by Readiness and Ability:

- Tiered Assignments
- Small Group Instruction
- Compacting and Above Grade-Level Tasks/Texts
- Inquiry-Based Learning
- Socratic Seminars and Higher-Order Questioning
- Visible Thinking Strategies
- Playlists and Personalized Learning Paths

### ◆ Strategies for Differentiating by Interest:

- Independent Study Projects
- Use of Interest Inventories and Student Surveys
- Task Cards and Think Dots
- Learning Menus and Contracts
- Choice of Product or Mode of Expression

### ◆ Strategies for Differentiating by Learning Profile:

- Multiple Intelligences Framework



- Learning Centers

- Flexible Grouping Options
- Choice of Learning Tools and Technology Integration

These strategies are intentionally embedded into instructional planning across grade levels and subject areas to support gifted learners in accessing appropriately challenging and relevant content.

**\* Practice C**

Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.

Winston-Salem/Forsyth County Schools promotes the consistent use of evidence-based instructional strategies and supplemental resources to support differentiated curriculum and instruction for gifted learners. These resources are selected to address the academic, intellectual, and social-emotional needs of advanced students across grade levels and content areas.

To ensure expanded excellence and continuity across the district, WS/FCS provides common resources and professional learning opportunities through:

- District-led professional development sessions facilitated by the Advanced Learning Department
- Teacher-led collaboration and planning meetings
- Centralized access to curated instructional resources via the Advanced Learning LiveBinder
- Support from the Instructional Services Department, including textbook extensions and enrichment materials aligned with the NC Standard Course of Study (NCSCOS)

Instructional materials are embedded within pacing guides and unit planners to support consistent and intentional use across schools and grade levels.

### Instructional Resources for Academic and Intellectual Needs

The following evidence-based resources may be used to support curriculum differentiation for gifted and advanced learners in WS/FCS. Additional resources may also be used based on teacher need and student readiness:

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

These resources are implemented to enrich, extend, and accelerate instruction based on student mastery, interests, and learning profiles. Teachers are provided training and planning time to integrate these tools meaningfully into instruction.

## Resources for Social and Emotional Learning (SEL)

In addition to academic tools, WS/FCS recognizes the importance of supporting the social and emotional development of AIG students. SEL-focused resources and practices include:

- Bibliotherapy materials (books, films, discussion guides) for classroom or counseling use
- SEL integration into AIG enrichment blocks and schoolwide intervention/enrichment times
- Collaboration with school counselors, social workers, and MTSS teams to review SEL data and plan supports

These resources and experiences promote student well-being, build durable learning skills, and support whole-child development alongside academic growth.

### **\* Practice D**

Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.

Winston-Salem/Forsyth County Schools is committed to developing durable skills and mindsets that prepare gifted students for success beyond K–12 education. Through intentional planning, rigorous coursework, and real-world learning experiences, gifted students have opportunities to develop and apply skills such as adaptability, collaboration, communication, critical and creative thinking, empathy, a learner's mindset, and personal responsibility.

Durable skills are embedded within curriculum and instructional strategies across core subjects, electives, and magnet pathways. Gifted students engage with these skills in both academic and extracurricular settings through interdisciplinary units, inquiry-based learning, and performance-based assessments.

## Curriculum and Instructional Integration

The WS/FCS Instructional Services Department supports the integration of future-ready skills through cross-curricular unit planning, emphasizing the connection between advanced content and real-world application. Gifted students experience embedded durable skills through:

- Advanced course offerings including Accelerated, Advanced, Honors, Seminar, Pre-AP, Advanced Placement (AP), and International Baccalaureate (IB)
- Interdisciplinary units that promote critical and creative thinking

- Inquiry-based learning strategies such as Socratic Seminars and project-based tasks
- Opportunities for student voice, choice, and reflection within learning products

These structures ensure that gifted learners are challenged to think deeply, collaborate effectively, and demonstrate personal and academic growth.

### **Magnet Programs and Career Pathways**

WS/FCS magnet programs provide a wide range of thematic learning environments where durable skills are central to student engagement. Themes include:

- Visual and Performing Arts
- Health Sciences
- STEM/STEAM
- International Baccalaureate
- Career Pathways

Within these programs, students engage in project-based learning, service learning, real-world problem solving, and career exploration. Units of study and experiences integrate leadership, communication, empathy, and creative expression.

### **Technology and Community Integration**

WS/FCS partners with the district's technology department to ensure students develop authentic digital literacy and technology skills. Instructional technology is used to support creativity, collaboration, problem solving, and communication across subject areas.

Students also participate in community-based learning through:

- Real-world simulations and case studies
- Service learning projects tied to curriculum
- Collaborative opportunities with local businesses and organizations

## Clubs, Competitions, and Student-Led Opportunities

Students across grade levels have access to clubs, teams, and competitions that promote the development of durable skills. These extracurricular activities are interest-driven and vary by school, allowing students to explore leadership, teamwork, and intellectual challenge outside the traditional classroom setting.

Sample offerings include:

Arts and Performance-Based Clubs

- A Cappella
- Choir, Orchestra, Marching Band
- Dance Team, Poetry Out Loud
- Art Showcase, Film Club

Academic and Intellectual Competitions

- National Academic League, Academic Bowl
- National Honor Society, Math Club
- National History Day, NCASA Quiz Bowl

- Poet Laureate, Science National Honor Society
- Tri-M Music Honor Society, WS/FCS Academic Team
- Battle of the Books, Science Fair, Spelling Bee
- Debate Club

Career-Connected and Leadership Clubs

- Health Occupations Students Association (HOSA)
- Culinary Arts Club, Environmental Debate
- JROTC/Color Guard, Women in STEAM
- Student Government, Science Olympiad
- Technology Student Association
- Robotics Club, Science Research Club
- Alternative Fuels Club, Crime Scene Investigation Club
- World Cultures Club, Envirothon

These programs foster meaningful connections between students' academic learning and their long-term goals, while strengthening essential life skills.

**\* Practice E**

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.

Winston-Salem/Forsyth County Schools uses ongoing assessment to inform instructional planning, differentiation, and student grouping to meet the academic and social-emotional needs of gifted students. The Vision for Teaching and Learning (VTL) serves as the district's instructional foundation and outlines the key components for developing, implementing, and monitoring high-quality instruction for all learners.

The VTL guides educators in the systematic use of assessment data in the following ways:

- Creating multiple opportunities for learners to demonstrate mastery of standards with the potential for acceleration
- Empowering students to set goals, track progress, and chart individualized paths to success
- Informing instructional decisions that ensure equitable access to rigorous curriculum and promote learner self-efficacy
- Using Professional Learning Teams (PLTs) as reflective structures for analyzing data and planning for academic growth

## Assessment Practices

To evaluate student mastery and learning needs, educators use a range of formative and summative assessment tools, including:

- Pre- and post-assessments
- Diagnostic tools
- Classroom-based formative assessments
- Anecdotal records and student work samples

Assessment results are used to:

- Identify readiness levels and potential for acceleration or extension
- Inform grouping decisions (e.g., flexible, homogeneous, or cluster groups)
- Design appropriate enrichment, compacting, or extension activities

- Adjust pacing and content to align with student strengths and areas for growth

Instruction is differentiated accordingly to ensure students are working at an appropriate level of challenge and depth.

## Collaborative Data Review and Planning

Grade-level and content-area Professional Learning Teams (PLTs) meet regularly to:

- Review individual and group-level student data
- Collaboratively plan differentiated lessons and units
- Discuss the academic, behavioral, attendance, and social-emotional needs of students
- Develop strategies to support students through enrichment, acceleration, or targeted support

These meetings promote a whole-child approach to planning and ensure that gifted students are supported through intentional instructional design and flexible service delivery models.

## Instructional Grouping Strategies

Based on assessment data and student needs, schools implement a variety of grouping structures, including:

- Homogeneous grouping for advanced or accelerated instruction
- Flexible grouping based on changing readiness and interest



- Cluster grouping within general education classrooms
- Pull-out services for focused instruction beyond the grade-level curriculum

These grouping strategies are used to support the academic growth of both identified gifted learners and students with demonstrated potential.

**\* Practice F**

Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.

Winston-Salem/Forsyth County Schools recognizes the importance of a collaborative approach in meeting the diverse academic, intellectual, and social-emotional needs of gifted learners. The district leverages the strengths of various staff members—teachers, counselors, administrators, instructional facilitators, AIG coordinators, and other specialists—to implement differentiated instruction and support whole-child development.

### Social and Emotional Learning (SEL) Collaboration

WS/FCS staff utilize the Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework to support the social and emotional development of gifted students. The Advanced Learning Department collaborates with the district's Social and Emotional Learning Department to provide targeted professional development on the unique needs of gifted learners. Focus areas include:

- Characteristics of giftedness
- Asynchronous development
- Perfectionism and underachievement
- Overexcitabilities and intensities
- Needs of twice-exceptional (2e) students

Professional learning integrates CASEL's five core SEL competencies:

- Self-awareness

- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

Training opportunities are provided to AIG Coordinators, school counselors, administrators, instructional facilitators, AIG Catalyst teachers, instructional assistants, and other support staff, ensuring a system-wide understanding of gifted learners' needs.

### Curriculum Resources with SEL Integration

Teachers are provided access to curricular materials that embed SEL competencies and promote critical thinking, communication, and empathy. These include:

- Wonders ELA curriculum with embedded SEL themes
- Junior Great Books
- Jacob's Ladder
- College of William and Mary Units (for HAG students only)

These resources allow educators to integrate academic challenge with emotional and interpersonal growth, particularly in literacy and humanities instruction.

### Differentiated Education Plans (DEPs)

Each identified gifted student in WS/FCS receives a Differentiated Education Plan (DEP) that reflects both academic and social-emotional learning goals. Teachers receive training in the development and use of the DEP, which is used to guide instructional decisions and promote student growth across learning domains.

## Collaborative Team Structures

To ensure meaningful implementation of differentiated curriculum and instruction, WS/FCS promotes collaboration across a variety of team structures:

- Grade-level and subject-area Professional Learning Teams (PLTs)
- School-based AIG planning teams and leadership teams
- Multi-Tiered Systems of Support (MTSS) teams
- AIG Catalyst meetings and district-level planning sessions

These teams review student data, share instructional strategies, and refine approaches to differentiation. AIG Specialists and Catalyst Teachers play a key role in facilitating these conversations and modeling best practices.

## Interest-Based Opportunities and Student Interaction

Recognizing the importance of peer interaction in social and emotional growth, WS/FCS offers a wide variety of clubs, competitions, and extracurricular activities aligned to student interests (see Standard 3, Practice D). These provide additional opportunities for collaboration, creativity, and leadership development.

## Ongoing Professional Development

WS/FCS uses the NC DPI AIG Booster Shots to provide on-demand and targeted professional development in areas such as:

- Differentiation strategies
- Social and emotional support for AIG learners
- Culturally responsive practices for multilingual and twice-exceptional students

These resources support a consistent, district-wide understanding of gifted education principles.

### \* Ideas for Strengthening the Standard

Identify and train a small cohort of “2e and Gifted Multilingual Liaisons” to lead targeted supports at the school level. Develop a shared guidance document on instructional strategies for 2e and gifted multilingual learners. Include AIG catalysts and coordinators in MTSS team discussions to support whole-child planning for 2e students.

### Planned Sources of Evidence

\* meeting and training agendas

\* Advanced learning LiveBinder screenshots

\* Sample DEPs with SEL components

### Documents

Document Template

N/A

Document/Link

AIG Standard 3 Additional Resources

Standard 4: Personnel and Professional Development

**Winston Salem / Forsyth County Schools (340) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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 Advanced Learning Program Manager to lead, guide, plan, develop, implement, revise, and monitor the Local AIG Program and Plan. This role ensures alignment with the district's vision and goals for advanced learning, supporting expanding excellence in gifted education.

The Advanced Learning Program Manager works collaboratively with the Advanced Learning Department and across other Instructional Services departments—including core content areas, Multilingual Learners, MTSS, Exceptional Children, Accountability, and Student Services—to coordinate efforts that support the varied needs of gifted learners.

Key responsibilities include:

- Utilizing state AIG funding to provide appropriate educational services and staffing for gifted learners;
- Collaborating across departments to support initiatives that raise the level of rigor, deeper learning, and Portrait of a Graduate skills for all students and meet the specific needs of gifted learners;
- Trains school-based personnel on the referral, screening, and identification of gifted learners in collaboration with teacher leaders and other district staff;
- Ensuring accurate and up-to-date documentation of AIG identification and services;
- Using data to plan and support professional development across the district;
- Monitoring implementation of AIG services and ensuring fidelity to the Local AIG Plan;
- Communicating AIG program information and updates to all stakeholders, including staff, families, students, and community members;
- Guiding the revision and ongoing monitoring of the Local AIG Plan through collaborative, data-informed processes.

The Advanced Learning Program Manager also supports leadership development among AIG Specialists and promotes consistent understanding of AIG roles and responsibilities aligned with the vision, mission, and goals of the AIG Program.

**\* Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan.

Winston-Salem/Forsyth County Schools engages AIG-licensed specialists and support staff in roles that directly address the academic, intellectual, and comprehensive needs of K-12 gifted students while supporting implementation of the Local AIG Plan. The Advanced Learning Department, under the leadership of the AIG-licensed Advanced Learning Program Manager, collaborates across district and school levels to ensure consistent services.

### **School-Based AIG Support – Elementary (K-5):**

Each elementary school is allotted a minimum 0.5 AIG Catalyst position based on gifted student enrollment.

AIG Catalysts:

- Must hold AIG licensure;
- Provide differentiated instruction, resources, and small group services;
- Collaborate with teachers, PLCs, and school staff to meet students' needs;
- Lead the DEP process and manage school-based gifted testing and documentation;
- Attend Catalyst meetings for professional development and district-wide alignment.

AIG Catalysts are expected to serve as the AIG Coordinator for their school when possible. Classroom teachers are the primary instructors and are expected to differentiate for AIG students daily, with support from the Catalyst and the Advanced Learning Department.

### **School-Based AIG Support – Secondary (Grades 6–12):**

WS/FCS provides open enrollment to a range of advanced courses, including Honors, Pre-AP, AP, IB, and CCP. Teachers of advanced courses are expected to:

- Differentiate instruction for gifted and advanced students;

- Hold or earn AIG licensure (or complete the district's local credentialing process within one year of hire);

- Collaborate with school-based AIG Coordinators, administrators, counselors, and instructional facilitators to support students.

In secondary schools, a designated AIG Coordinator—typically an AIG-certified teacher, school counselor, or administrator—serves as the point of contact for gifted education. Responsibilities include overseeing testing processes (e.g., Credit by Demonstrated Mastery/ CDM), managing AIG headcounts, and ensuring communication of AIG program information.

Across all grade levels, collaboration between AIG specialists, classroom teachers, and instructional leaders ensures a comprehensive approach to gifted education that reflects the goals and vision of the Local AIG Plan.

**\* 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.

Winston-Salem/Forsyth County Schools provides specific and appropriate professional development to support all educators involved in AIG programming, in alignment with the Local AIG Plan and the district's Portrait of a Graduate competencies. This includes differentiated offerings for classroom teachers, instructional specialists, student services personnel, and school administrators to ensure a deep understanding of the academic, intellectual, and social-emotional needs of gifted learners.

Professional Development Expectations by Role:

- Classroom Teachers (K–12): Required to implement differentiated instruction for AIG students. Teachers who are not AIG-licensed are encouraged to pursue local credentialing via the district's self-paced Canvas course and/or the Gifted Praxis exam. They are also expected to attend PD related to depth, complexity, and rigor in content areas.
- AIG Catalysts and Coordinators: Receive targeted professional development through monthly Catalyst meetings, collaboration with Advanced Learning staff, and access to resources in the district's LiveBinder. Topics include DEPs, data analysis, nurturing potential, and coaching classroom teachers.
- Instructional Specialists and Student Support Services (e.g., counselors, MTSS leads): Receive training focused on identification practices (including 2e and multilingual learners), social-emotional support for gifted learners, and collaboration strategies.
- Administrators: Provided with annual AIG-focused updates to understand expectations for AIG service models, effective grouping, and staff support.

Delivery Methods & Ongoing Learning:

- Professional learning is shared annually via LiveBinder, district PD events, and school-based coaching.

- AIG specialists lead sessions at school and district levels, modeling strategies, supporting differentiation, and nurturing gifted potential across grade levels.

- The Advanced Learning Department collaborates with other departments to integrate AIG-focused content into district-wide initiatives.

PD offerings are continually refined using data from staff surveys, school needs assessments, and feedback gathered from instructional leaders. Resources provided by NCDPI (e.g., AIG Booster Shots, Call to Action guides) are used to build a district-wide culture of expanded excellence in gifted education.

**\* 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 is committed to ensuring that gifted students receive instruction from educators who are AIG-licensed or have completed the district's locally credentialed training. Teachers responsible for delivering instruction to AIG-identified students—whether in homerooms, advanced courses, or flexible grouping models—must either hold AIG licensure or complete the district's self-guided Praxis prep course within one year of hire.

Placement Procedures:

- Administrators are expected to follow the student clustering guidelines outlined in the Local AIG Plan, placing students with AIG-licensed teachers whenever possible.
- In cases where students are not placed in a homeroom with an AIG-licensed teacher, instructional schedules (especially for reading and math) should be designed to ensure students receive instruction from appropriately credentialed staff.
- The Advanced Learning Department provides scheduling support and consultation to schools to help align staffing with student needs.

Locally Credentialed AIG Praxis Prep Course:

- This self-paced professional development pathway equips educators with foundational knowledge of gifted education, including:
  - Developmental characteristics of gifted learners;
  - Identification and assessment practices;
  - Instructional strategies and learning environments;
  - Professionalism in the field of gifted education.



- The course must be completed within one year for teachers of advanced or accelerated courses, and participation is required for those seeking local credentialing or pursuing full AIG licensure via the Praxis exam.

Monitoring and Continued Support:

- The Advanced Learning Department, in partnership with Human Resources and school-based leadership, monitors teacher assignments and licensure status annually to ensure alignment with AIG service delivery expectations.
- Professional development is offered beyond initial licensure (see Standard 4, Practice c), reinforcing best practices and supporting the ongoing professional growth of all educators who work with gifted learners.

This system of expectations, support, and accountability ensures high-quality instruction for AIG students across the K–12 continuum and across instructional settings.

**\* Practice E**

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

Winston-Salem/Forsyth County Schools is committed to recruiting and retaining AIG-licensed educators from all backgrounds through a comprehensive support system coordinated by the Advanced Learning Department in collaboration with Human Resources and district leadership.

Recruitment Strategies:

- Partner with principals to identify current and future staffing needs aligned with the AIG service delivery model.
- Encourage in-district teachers with an interest in gifted education to pursue AIG licensure by enrolling in the district's self-guided Praxis prep course, with the goal of passing the gifted Praxis exam.
- Collaborate with local institutions of higher education (IHEs) and regional education agencies (RESAs) to promote licensure pathways and offer coursework opportunities.
- Work with Human Resources to screen for AIG licensure in the district's applicant pool and include interview questions related to gifted education practices.

Retention Strategies:

- Provide a structured support system, including coaching, ongoing professional learning, and access to district-wide "share sessions" for exchanging best practices, instructional resources, and lesson design.

- Recognize newly licensed teachers through internal communications, board meetings, or school-based celebrations.
  - Offer continued PD beyond licensure (as outlined in Practice c), reinforcing skills in differentiation, comprehensive support, and curriculum development.
  - Provide leadership opportunities for AIG-licensed educators, including facilitating PD, mentoring new teachers, and contributing to curriculum planning or initiatives.
- These efforts collectively ensure a robust pipeline of AIG educators equipped to serve the varied needs of gifted students across the district.

**\* Practice F**

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

Winston-Salem/Forsyth County Schools provides focused professional learning opportunities to support the district's commitment to expanding excellence in gifted education. This work is led by the Advanced Learning Department and aligns with the WS/FCS Strategic Plan.

Professional learning is designed to help educators increase student access to advanced coursework and ensure all students with academic potential are appropriately challenged and supported. Planning is grounded in the NC Excellence and Opportunity Brief, the district's Strategic Action Steps for Advancing Excellence, and ongoing student data analysis.

Strategic Actions to Support Expanding Excellence in Gifted Education Include:

- Increasing participation of students in advanced-level courses who may not have previously enrolled;
- Providing high schools with predictive data to guide student placement;
- Monitoring students new to rigorous coursework to provide academic and social-emotional support;
- Hosting student feedback sessions to inform planning and increase retention in advanced pathways;
- Offering family engagement sessions to raise awareness of advanced learning opportunities;
- Reviewing AIG identification data to remove barriers and increase participation in advanced programs.

Professional development is delivered through a variety of formats and is aligned with state resources such as:

- Call to Action: Expanding Excellence in Gifted Education

▪ Strategic Actions for Broadening Participation in Advanced Programming

- AIG Booster Shots and related resources from the NC Department of Public Instruction

Learning opportunities are responsive to school-level needs and are refined using staff feedback, student data, and instructional trends. The Advanced Learning Department prioritizes ongoing learning that empowers educators to recognize student potential, deepen instructional practices, and extend excellence in gifted education across all school communities.

**\* 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 aligns professional development opportunities with the goals of the Local AIG Plan, district-wide instructional initiatives, and best practices in gifted education. The Advanced Learning Department works collaboratively across departments within Instructional Services and Student Services to ensure that professional development is coherent, strategic, and actionable for educators at all levels.

Professional learning is planned and delivered in alignment with:

- The WS/FCS Instructional Framework Vision for Teaching & Learning (VLT);
- Deeper Learning initiatives that emphasize student agency, critical thinking, and rigor;
- Locally identified AIG program goals, such as expanding excellence to advanced learning, providing differentiated instructional strategies, nurturing potential, and building strong partnerships with families and other district programs (EC, ML, Title I).

AIG program goals are embedded into PD offerings through differentiated sessions that support:

- Classroom teachers in delivering instruction with depth, complexity, and enrichment;
- AIG Coordinators, Catalysts, and support staff in identification, DEP planning, and progress monitoring;
- Counselors, administrators, and instructional coaches in supporting AIG learners' academic and social-emotional growth;
- Cross-departmental staff through collaboration on Unit Planning Organizers (UPOs), twice-exceptional supports, and ML accommodations.

PD sessions incorporate best practices from NCDPI and are supplemented with tools such as the AIG Booster Shots, UPO models, and unit planning aligned to the North Carolina Standard Course of Study. These resources ensure consistency in curriculum, pedagogy, and service delivery across schools.

PD content is designed to reflect shared ownership of AIG services and includes joint sessions led by:

- Advanced Learning Program Manager
- Lead AIG Teachers
- Content Directors and Coaches (ELA, Math, Science, Social Studies)
- EC, ML, and SEL Department Staff

Schools are supported with an AIG LiveBinder Handbook and condensed guides that outline key program goals, procedures, and instructional expectations. This ensures all PD offerings are grounded in program vision and empower educators to refine their practice through continuous learning and collaboration.

**\* Ideas for Strengthening the Standard**

- **Launch a Catalyst-to-Catalyst coaching model** to support new or developing AIG staff, especially in Title I schools or campuses with fewer resources.
- **Create AIG PD learning pathways or micro-credentials** tailored to different roles (e.g., new teachers, advanced teachers, support staff).
- **Use student voice panels** during PD sessions to help teachers connect with real experiences of AIG and advanced learners.

**Planned Sources of Evidence**

* PD Calendar	
* Training Logs	
* Training Materials	

**Documents**

**Document/Link**

Document Template

N/A

AIG Standard 4 Additional Resources

Standard 5: Partnerships

**Winston Salem / Forsyth County Schools (340) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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.

Winston-Salem/Forsyth County Schools' Advanced Learning Program is committed to establishing strong, meaningful, and intentional two-way partnerships with families and stakeholders to support the academic, intellectual, and social-emotional development of gifted learners. The Advanced Learning Program Manager, AIG Catalysts, AIG Coordinators, and classroom teachers collaborate to ensure families are not only informed, but also actively engaged in shaping services and opportunities for AIG students.

These partnerships include and are supported by the following:

- Differentiated Education Plan (DEP) meetings for both initial placement and annual reviews, which provide a structured, collaborative opportunity for parents to participate in service planning;
- Regular communication with families, with interpreter and translation services offered as needed to ensure inclusive access and engagement;
- Multiple platforms for family outreach, including the Advanced Learning Department's website and one-page informational flyers designed for clarity and accessibility;
- Use of digital tools to disseminate timely advanced learning information district-wide;
- Surveys and feedback tools that invite parent input on services and programming, with results used to inform improvements and planning;
- Informational sessions led by the Advanced Learning Program Manager and team to provide transparent, interactive learning opportunities for families about identification, services, and supports;

- Intentional collaboration with departments such as Accountability, Marketing and Communications, and Multilingual Learners to ensure that communications understandable and clear;

- Ongoing coordination with departments such as Student Services to align strategies and increase meaningful family engagement;

- The AIG Advisory Committee, which includes parent and family representatives and provides a formal structure for shared leadership, planning, and review of the Local AIG Plan;

- Outreach and partnerships with community organizations, including Forsyth County Partners for the Advancement of Gifted Education (PAGE), to provide resources, events, and advocacy opportunities for families;

- Intentional efforts to invite families to share how they would like to be involved, including serving as volunteers, guest speakers, or contributors to enrichment opportunities, and planning community-based events;

- Consistent emphasis on shared ownership, with families seen as collaborators in ensuring consistency between home and school strategies to support both academic growth and well-being.

By designing systems that foster genuine two-way communication, family representation, and collaborative decision-making, WS/FCS ensures that its partnerships are dynamic and central to the success of its gifted programming.

**\* 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 WS/FCS Advanced Learning Department is committed to cultivating and strengthening intentional partnerships with community stakeholders to enhance the range and quality of services available to gifted learners. These partnerships provide real-world learning experiences that support curricular enrichment, academic extension, and acceleration, while also building student motivation, engagement, and college/career readiness. Importantly, they also offer professional development and licensure opportunities for educators, increasing district capacity to meet the varied needs of gifted students.

In collaboration with school-based teams, the department works to match community partnerships to the specific needs of individual schools and students, ensuring opportunity and relevance to local contexts.

Key community partnerships that currently support WS/FCS students and staff include:

- Forsyth Technical Community College – Offers dual enrollment opportunities through Early College and the College & Career Promise (CCP) program, supporting acceleration and early college access for high school students;

- Wake Forest University, Winston-Salem State University, and Innovation Quarter – Provide a range of enrichment, mentoring, research, and STEM-based experiences that deepen student learning and foster exploration of advanced content;

<ul style="list-style-type: none"> <li>▪ North Carolina AP Partnership (NCAPP) – Collaborates with the district to expand access to rigorous coursework and provide teacher training to strengthen AP instruction;</li> <li>▪ North Carolina Association for the Gifted &amp; Talented (NCAGT) – Supports professional growth and advocacy efforts, with district participation in NCAGT conferences and leadership networks;</li> <li>▪ Winston-Salem PAGE Chapter – A local parent advocacy group with a representative serving on the AIG Advisory Committee, contributing to outreach, parent education, and enrichment initiatives;</li> <li>▪ Winston-Salem Foundation – Supports the AIG Advisory Committee and broader community efforts aligned with expanding excellence and opportunity in advanced learning;</li> <li>▪ Crosby Scholars – Supports college and career readiness through mentoring, academic preparation, and scholarship guidance;</li> <li>▪ Kalaeidium – Offers hands-on enrichment and STEM programming that sparks creativity and innovation among advanced learners.</li> </ul> <p>These partnerships are more than just connections—they are two-way collaborations that bring community expertise into our schools and invite schools into the broader learning ecosystem of Forsyth County. Through shared resources, co-designed programming, and joint problem-solving, these relationships contribute to the enrichment, acceleration, and extended learning needed to support both identified gifted learners and those with the potential for giftedness.</p>	<p><b>* Practice C</b> 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.</p> <p>Winston-Salem/Forsyth County Schools' AIG Advisory Committee plays a critical role in the collaborative development, implementation, evaluation, and revision of the district's AIG program and Local AIG Plan. This advisory group reflects a broad and intentional representation of the district's population.</p> <p>In addition to the Advanced Learning Program Manager, the AIG Advisory Committee includes:</p> <ul style="list-style-type: none"> <li>▪ District and school-level administrators</li> <li>▪ AIG/HAG teachers and AIG Catalysts</li> <li>▪ Parents/guardians of gifted identified students, including students who are twice exceptional (2E) and Highly Gifted (HAG)</li> <li>▪ Parents/guardians of students in LIFT (Lifting instruction and fostering talent)</li> </ul>
--	---

- Identified Gifted students

- Community members, including representatives from support groups and local organizations

To ensure alignment with the WS/FCS student population, the Advisory Committee maintains expanded membership of at least 15 individuals, as outlined in the committee's bylaws (Appendix 1).

The AIG Advisory Committee meets 3-4 times per year, with additional meetings and subcommittee work held as needed. Regular meetings include:

- Reviewing AIG program data, survey feedback, and service delivery outcomes
- Monitoring implementation of the Local AIG Plan
- Recommending adjustments or revisions based on findings
- Identifying goals and action steps for continuous program improvement

To promote participation:

- Meeting dates are scheduled at the start of the school year and communicated through email.
- Agendas and meeting minutes are distributed to members.
- Interpretation services and translated materials are provided as needed to support full participation from multilingual families.
- Support strategies such as providing childcare through student volunteer groups are considered on an as-needed basis to reduce barriers to family involvement.

To gather relevant and actionable feedback, the Advanced Learning Department administers surveys to parents, students, teachers, and administrators. The data is analyzed collaboratively by the Advisory Committee and directly informs decisions about AIG programming, communication strategies, and service models. A summary of survey findings and committee recommendations is shared to ensure transparency.

By intentionally cultivating the AIG Advisory Committee, WS/FCS ensures the Local AIG Plan is a living document, co-created and continually refined through authentic engagement with those it is designed to serve.

**\* Practice D**

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

- Local AIG Plan



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

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

The WS/FCS Advanced Learning Department is committed to clear and consistent communication with students, families, and community stakeholders regarding identification practices, services, and advanced learning opportunities.

The department partners closely with the Multilingual Learner (ML) Department and the Communications and Marketing team to deliver parent-friendly communication.

To ensure families are well-informed and students have access to enriching opportunities, the Advanced Learning Department uses a variety of platforms and strategies, including:

- Flyers, emails, automated phone calls, and school websites to announce identification windows, events, and program updates;
- The WS/FCS Advanced Learning website, which houses event information, the Local AIG Plan, calendars, parent flyers, FAQs, and key forms;
- Gifted Digital Handbooks, differentiated for elementary and secondary schools, that provide detailed explanations of services, identification processes, LIFT guidelines, professional development, DEP guidance, and staff contact directories;
- The WS/FCS registration guidebooks for middle and high school students, which include program descriptions and advanced coursework options;
- Parent information sessions, held annually at each school, where AIG Coordinators present an overview of gifted and advanced programs, explain services, and answer questions as needed;
- DEP (Differentiated Education Plan) meetings that include collaborative conversations among parents/guardians, students, classroom teachers, and AIG coordinators to ensure services are transparent and responsive to student needs;
- Promotion of external opportunities, such as NC Governor's School, the NC School of Science and Math, and summer camps, shared through digital communication and school-based announcements;
- Ongoing communication about enrichment activities, such as Math Olympiad, Science Olympiad, Odyssey of the Mind, Battle of the Books, and Academic Competitions, through school newsletters, teacher communication, and direct outreach;
- The AIG Advisory Committee, which meets 3-4 times per year to review implementation progress and provide feedback. Meeting minutes and summaries are shared with members and posted publicly to ensure transparency.

In addition to informing families, the department actively seeks feedback to improve communication strategies and materials. Surveys, advisory input, and school-level feedback loops help the department evaluate the clarity, accessibility, and reach of its communications.

Through these inclusive and layered communication efforts, WS/FCS ensures that families and the broader community are not only informed, but also engaged as partners in the support of gifted and potentially gifted learners.

**\* Ideas for Strengthening the Standard**

To further strengthen communication with students, families, and community stakeholders, WS/FCS can build upon existing practices by implementing three key strategies. First, launching interactive digital tools, such as short explainer videos and a mobile-friendly AIG Handbook, would make information more accessible and engaging for all families, especially those new to the AIG program. Second, developing a family ambassador program composed of trained AIG parents from varied backgrounds could enhance outreach and build trust by facilitating peer-to-peer communication in school and community settings. Third, establishing clear and visible feedback loops—such as a “You Said, We Did” summary after surveys or advisory meetings—would demonstrate responsiveness and increase transparency. Together, these actions offer sustainable, high-impact ways to strengthen two-way communication and deepen family engagement in gifted education.

**Planned Sources of Evidence**

* Advanced Learning Website	
* LiveBinder Handbooks	
* AIG Advisory Meeting Minutes	

Type	Documents	Document Template	Document/Link
AIG Standard 5 Additional Resources		N/A	

Standard 6: Program Accountability

**Winston Salem / Forsyth County Schools (340) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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. §15C-150.5-8 {Article 9B}), based on a comprehensive program evaluation. This Local AIG Plan 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. The district conducts a comprehensive program evaluation using multiple data sources, including student performance data, enrollment trends, and stakeholder surveys. This evaluation assesses the effectiveness of AIG programming and informs plan revisions.

For the completion of the plan for 2025-2028, 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 revision process follows a structured timeline, with regular updates communicated to stakeholders through advisory meetings, board presentations, and district communications.

The district leverages existing collaborative structures, including the AIG Advisory Committee and leadership team meetings, to review program data, discuss implementation challenges, and recommend improvements. The AIG plan is reviewed through the lens of the district's vision, mission, and policies to ensure alignment and continuity, especially during times of leadership changes.

The plan was presented at the April 2025 board meeting. Once approved by the WS/FCS Board of Education, the plan was 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
- District Staff
- 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 district uses fidelity checklists, observation rubrics, and program walkthroughs to verify that documented practices and policies in the Local AIG Plan are being consistently implemented at the school level.

The Advanced Learning Director will ensure all testing and identification documents are accurate, and all eligible students are receiving appropriate services. Monitoring tools include program review reports, observation documents, and data collection forms that track identification, services, and student growth. These tools are reviewed regularly by the district team to assess program implementation.

Surveys will be completed by AIG teachers, AIG Coordinators, AIG Catalysts, administrators, parents, and students to obtain feedback from all stakeholders. Working with the Accountability Department, survey data can be tracked longitudinally to capture trends over time. Other internal surveys will be developed and conducted as necessary 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.

To build capacity and leadership, AIG staff participate in ongoing professional development, including training on program monitoring, data analysis, and effective service delivery practices.

Throughout the duration of the 2025-2028 plan, implementation will be assessed regularly through an analysis of program data, program implementation, AIG sessions, and classroom observations. Program data including student identification, student growth, and AIG dropout information will be collected, assessed, and acted upon to best meet the needs of gifted learners. Administrators, the Advanced Learning Department, and teachers of gifted students 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 district shares progress reports with the AIG Advisory Committee and other district leadership groups. 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 to support gifted learners. The budget is strategically developed to align with the goals of the Local AIG Plan, ensuring that funds support student growth, expand excellence in identification, and support comprehensive program implementation.

Administrators and teachers are consulted on the purchase of resources and programming prior to any purchases or implementation. The Advanced Learning Department collaborates with the WS/FCS Finance Department to develop a spending plan that aligns with the Local AIG Plan and adheres to state policies.

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 the integration of AIG curriculum. The budget is reviewed quarterly by the Advanced Learning Department in collaboration with the Finance Department to ensure that expenditures align with program goals and state policies.

WS/FCS contributes beyond state funding to support the full implementation of the AIG plan. The district actively pursues additional funding sources, including local, federal, and grant funds, to enhance AIG services, support professional development, and expand student opportunities. State funds are monitored by the Director of Advanced Learning, the WS/FCS senior staff, and the Finance Department. 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 2025-2028 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. The district uses early warning indicators, such as attendance, grades, and course failures, to identify AIG students at risk of dropping out. Follow-up interviews are conducted with

Program data will be collected to analyze student achievement and growth with regards to participation in the following programs: AIG, HAG, LIFT, Pre-AP, and AP. The district also monitors additional indicators of student performance, including EVAAS growth reports, AP performance rates, earned credits through dual enrollment, and CTE pathway completion to evaluate the programming effectiveness.

The Advanced Learning Department will work closely with the WS/FCS Accountability Department to maintain, analyze, and share AIG student data. The district facilitates ongoing opportunities for disaggregating program data by demographics, service models, and outcomes to ensure AIG student needs are being met and to address expanding opportunity. 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 ensure expanded excellence. High school staff members are provided with student lists of students with predicted success in advanced coursework. Accountability's AP/CCP Potential-identified students will be contacted regarding their predicted success in AP (Advanced Placement) and CCP (College & Career Promise Dual Enrollment) and invited to informative events.

The Advanced Learning Department will collaborate with the Accountability Department, AIG catalysts, teachers, and administrators to analyze student progress, trends, and patterns of performance. Analysis of the program data will be used to monitor program fidelity and effectiveness as well as make adjustments for improving student outcomes. Annual updates on the AIG program, including data analysis and corresponding recommendations, are shared with district leadership, the AIG Advisory Committee, and Advanced Learning staff.

**\* 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.

The Advanced Learning Department maintains a systematic approach to collecting and analyzing data related to the referral, identification, services, and retention of students within the gifted program to ensure that all students, regardless of their racial, ethnic, economic, or other demographic factors, including exceptionalities and language differences, have access to gifted education opportunities.

## Data System for Referral, Identification, Services, and Retention:

- A comprehensive system is developed for monitoring referral, identification, service provision, and retention of AIG students. Data is collected regularly through collaboration with the Accountability Department, the Multilingual Learner Department, and the Exceptional Children's Department.
- The data includes:
  - Referrals: Information on the number of referrals for gifted education, broken down by demographics.
  - Identification: Data on the identification of students as AIG, including pathways used and any trends in underrepresented groups.
  - Services: Tracking of the services provided to identified students, ensuring distribution of resources and opportunities.
  - Retention: Data on students who remain in the program over time, focusing on whether certain groups are disproportionately leaving the program.

### Analysis for Disproportionality:

- A thorough analysis is conducted to examine any disproportionality in the referral, identification, services, and retention processes. This includes:
  - Referral Trends: Are students from all demographic groups proportionally referred for gifted services?
  - Identification Trends: Are specific groups, such as students from economically disadvantaged backgrounds, underrepresented in the gifted program?
  - Service Delivery Trends: Are students from underrepresented groups receiving the full range of gifted services, including access to accelerated and advanced coursework?
  - Retention Patterns: Are certain groups of students more likely to be removed from or exit the AIG program?

The data is disaggregated by race, ethnicity, socioeconomic status, exceptionalities, and language differences to ensure all students have access to gifted education opportunities.

#### \* 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 upon gifted student needs. Human Resources will provide AIG teacher licensure endorsement and teaching assignment information yearly. The Advanced Learning Department will collaborate with schools and Human Resources to monitor those seeking licensure to ensure they are provided with information on the district Canvas course and Praxis test. 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.

The Advanced Learning Department maintains current data regarding the credentials and professional development participation of personnel serving K-12 AIG students. This data is regularly reviewed and used to align staffing decisions with the goals and strategies outlined in the Local AIG Plan.

The department collaborates with school administrators to:

- Discuss the specific needs of the school's AIG program.
- Determine appropriate student placement to ensure alignment with gifted services.
- Make informed hiring decisions that support the AIG program's goals.
- Identify areas where professional development is needed to strengthen AIG services.

In addition to monitoring licensure, the Advanced Learning Department tracks participation in AIG-related professional development, including district-led sessions, external conferences, and ongoing coursework. This ensures that staff are continuously building their capacity to meet the needs of gifted learners.

To support consistency, the Advanced Learning Department and Human Resources collaborate to document the progress of staff earning AIG add-on licensure. This includes maintaining records of employees who are actively pursuing certification and providing ongoing guidance and resources to support their licensure journey.

**\* Practice G**

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

For the completion of the plan for 2025-2028, feedback from stakeholder groups was used to guide and revise the plan. Parents, students, and staff completed surveys to provide input on gifted services and overall school experience. Surveys will be sent as necessary for program improvement and during plan years. Working with the Accountability Department, survey data can be tracked longitudinally to capture trends over time.

In addition to surveys, formal and informal feedback will be gathered through existing district structures such as PLTs, MTSS meetings, and Teacher Council sessions. A documentation process will be established to track and review feedback from these meetings throughout the year.

Other internal surveys will be developed and conducted as needed to assess the needs of school staff regarding meeting the needs of gifted learners. These surveys may request information on staffing, resources, or professional development. Feedback will also be collected through stakeholder focus groups or interviews, which will provide more in-depth qualitative insights into program effectiveness.

Feedback on individual school programming will be provided in meetings with individual schools' ILTs (Individual Leadership Teams) as a part of the district coaching model. Additional parent and student feedback will be collected during the creation of the differentiated education plan (DEP) for students identified as gifted with school staff.

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. 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
- District Staff
- 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 takes place among all stakeholders. If changes are needed to the local AIG plan during the cycle of the plan, the changes will be presented to the AIG Advisory Committee, the WS/FCS Leadership team, and the WS/FCS Board of Education.

**\* Practice H**

Shares local AIG program evaluation data 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 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 on the district's 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 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
  - AIG Catalyst & Coordinator Meetings
  - Brochures, district fact sheets, and/or infographics distributed in print and digital formats
  - Reports translated into the primary languages represented in the district to ensure accessibility
  - Presentations to community groups, including PTA/PTSA, family groups, and local partners
- Communication Strategies by Stakeholder Group:
- Parents/Guardians and Families: Data will be shared through parent meetings, the AIG website, and printed materials distributed at schools.
  - School and District Personnel: Evaluation data will be presented during AIG Catalyst and Coordinator meetings, administrator meetings, and professional learning teams (PLTs).
  - Students: When relevant, student-friendly summaries of program data may be shared through school-based channels.
  - Community Groups: Program evaluation data will be shared with community stakeholders, including local family groups, PTA/PTSA, and partners, through presentations and reports.
  - Language Accessibility: Program evaluation data will be translated into the primary languages represented in the district.

**\* Practice 1**

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. Parents have the ability to opt out of second grade universal screening for their child. If rescreening is needed (no more than once every twenty-four months), the parent/guardian will be contacted to notify them of the upcoming screening. Please note parent consent is not required for screenings and is opt-out only. Parents/guardians will be informed of screening results for their child and the placement decision (if applicable) via the AIG-1 form. A copy of the AIG-1 form

will be placed by the AIG Coordinator at the school in the child's cumulative file. 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 gifted AIG identification data for each student who 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. School staff should disseminate the AIG-1 information to parents informing them of the identification decision. Student identification will be uploaded into the PowerSchool and/or Infinite Campus eSIS system.

At the beginning of the school year for previously identified students and after the end of the testing cycle for newly identified students or students reciprocally identified, the appropriate school staff will complete a Differentiated Education Plan (DEP) for gifted students. 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 cumulative folder.

If a gifted student is exhibiting any of the following for 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 cumulative 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 to reciprocate any established 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. The school's AIG PPT should complete the "New to District Prior Identification Form" and submit it to the Advanced Learning Department for review. Once completed and returned to the school, a copy should be placed in the student's cumulative folder.

WS/FCS honors the Interstate Compact on Educational Opportunity for Military Children to ensure continuity of gifted services for students transferring into the district from military families.

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.

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

#### \* Ideas for Strengthening the Standard

**Strengthen Communication Channels:** Develop targeted communication strategies to ensure parents fully understand the process of assessment leading to identification. This could include creating easy-to-read guides, providing video explanations of the process, and hosting virtual information sessions in addition to the in-person sessions already offered.

**Engagement through Technology:** Utilize digital platforms (like email, parent portals, and apps) to share details of placement services with parents, including any changes to their child's services or opportunities.

**Partnerships with Sending LEAs:** Establish stronger communication lines with other LEAs, especially for students moving in from other districts. Having agreements or memorandums of understanding with neighboring school systems could help ensure gifted students are placed into appropriate services without delays.

**Training for Staff:** Ensure that all staff, especially AIG catalysts/coordinators, school administrators, and counselors, receive annual training on how to handle grievances, including effective communication strategies, documentation, and the importance of maintaining a transparent and respectful approach.

**Planned Sources of Evidence**

* Data details	
* Grievance documents	
* Survey results	

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

Local Board of Education Approval


**Winston Salem / Forsyth County Schools (340) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

\* Approved by local Board of Education on:

06/24/2025 

AIG Related Documents

**Winston Salem / Forsyth County Schools (340) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

Required Documents	
Type	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	<a href="#">Local Board of Education Approval Template</a>  <a href="#">Board Approval Document</a>
Optional Documents	
Type	Document/Link
AIG Standard 1 Additional Resources	N/A
AIG Standard 2 Additional Resources	N/A
AIG Standard 3 Additional Resources	N/A
AIG Standard 4 Additional Resources	N/A
AIG Standard 5 Additional Resources	N/A
AIG Standard 6 Additional Resources	N/A

Glossary

Winston Salem / Forsyth County Schools (340) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition