

Winston-Salem Forsyth Co. Schools AIG Plan 2019-22

Standard 1: Student Identification

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

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

District Response:

K-2 - Winston-Salem/Forsyth County Schools will provide training for K-2 teachers on the characteristics of gifted learners and address students' needs through a Primary LIFT (Leading Instruction and Fostering Talent) Plan. Face-to-face opportunities and online modules will support professional development for K-2 teachers. Building the consistent use of LIFT with K-2 will build capacity within our primary students and support the screening and referral process.

- **K-1st grade** - In instances where a K-1 student shows signs of highly gifted characteristics, a body of evidence will be collected over time using multiple criteria. Once sufficient data is collected (by the classroom teacher, an AIG teacher, or an AIG Coordinator), the AIG Program Placement Team (AIGPPT) will review the body of evidence and submit a recommendation for screening to the AIG Office. If testing is needed, approval by the parent/guardian is required, and the student will be referred for individual school-based testing beginning with an aptitude test.

- **2nd grade** - All second graders participate in a universal aptitude screening. If the student meets the criteria of an 80th percentile composite on the aptitude, they move forward with individual achievement testing. However, if the student meets the requirements of a 98th percentile on the aptitude test, they are identified as Highly Academically Gifted. After second grade, the student has the option to be reassigned to the Highly Gifted program for full-day services. Formal AIG services begin in the third grade.

3rd thru 8th grade- In grades 3-8, students may be eligible for Academically and Intellectually Gifted (AIG) in reading, math, or both; Intellectually Gifted (IG); or Highly Academically and Intellectually Gifted (HAG) services through one of the rescreening processes below.

- The North Carolina End-of-Grade (grades 3-8) testing results can be used to determine student eligible for testing based on a performance of at least 90th percentile on one EOG of the designated state assessment for reading or math.
- The Academically Intellectually Gifted Program Placement Team (AIGPPT) can refer those students who do not meet EOG requirements; however, they consistently demonstrate the ability or potential to perform on an advanced level. The AIGPPT will use multiple data points to create a student's learning profile.

- The AIGPPT team will complete a Recommendation to Screen form that supports the needs for additional screening. It consists of information that helps to determine if the student is demonstrating advanced learning needs, including work samples. These forms and samples are submitted to the AIG Office for final approval.
- Parents may also request a rescreen through the school-based AIGPPT before submission to the AIG Office.
- The AIGPPT should also consider students who demonstrate high performance in the classroom, who also have language patterns, experiences, or cultural differences that might make it challenging to demonstrate potential through standardized testing.

High School - In grades 9-12 WS/FCS practices open enrollment. Options include: Advanced Placement (AP), International Baccalaureate (IB- Diploma Programme (DP) & Career Programme (CP)), enrollment in college-level courses for early graduation, Dual Enrollment, Honors Seminar and Credit by Demonstrated Mastery (CDM). Teacher and student referrals can also request screening.

- Parents, students or teachers may also request a rescreen through the school-based AIGPPT before submission to the AIG Office.
- The AIGPPT team will complete a Recommendation to Screen form that supports the needs for additional screening. It consists of information that helps to determine if the student is demonstrating advanced learning needs, including work samples. These forms and samples are submitted to the AIG Office for final approval.
- The AIGPPT should also consider students who demonstrate high performance in the classroom, who also have language patterns, experiences, or cultural differences that might make it challenging to demonstrate potential through standardized testing.
- Individually administered nationally normed assessments will be utilized for testing at the High School. This will be administered by the School Psychologist.

The AIGPPT can make referrals based on evidence that the student is consistently demonstrating the potential for high achievement within the school setting. All schools will maintain consistent information concerning identification procedures and share with principals, AIG Coordinators and Instructional Facilitators, school counselors, teachers, and families. Ongoing training of AIG Coordinators and communication with the AIG Department will build consistency across schools. To limit excessive testing, WS/FCS screens once per grade span (K-2, 3-5, 6-8, 9-12).

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

District Response: Enrolled students meet criteria through Multiple Gateways.

Winston-Salem/Forsyth County Schools employs an identification process that begins with initial universal screening in second grade. That screening includes multiple criteria of an aptitude, achievement, and the addition of a piloted portfolio process for second graders enrolled in WS/FCS by the administration of the CogAT. A variety of evaluation instruments are used in the identification process. The primary evaluation instrument for aptitude is the CogAT unless it is deemed necessary by the AIG Coordinator to utilize an alternative tool due to student need (such as language barriers). Other aptitude instruments include the Naglieri (NNAT), Weschler Intelligence Scales, or Test of Cognitive Skills. The school will collaborate with the district AIG department to determine which students may benefit from the administering of an initial NNAT rather than the CogAT.

The next step in identification is the evaluation of achievement. The primary screening instrument is the Iowa Test. Other achievement options include the Terra Nova, Logramos, and Woodcock-Johnson. If an aptitude or achievement rescreen is required, a different instrument is administered. Multiple eligibility criteria lead to identification as AIG (Academically Intellectually Gifted), AIG- Reading, AIG-Math, Intellectually Gifted, and Highly Academically Gifted (HAG). In accordance with DPI recommendations, WS/FCS screens once per grade span (K-2, 3-5, 6-8, 9-12). To identify as gifted, these students must meet aptitude and achievement criteria designated below. Beginning this AIG plan cycle, a Gateway rubric will be used for current district-enrolled second graders who are eligible for the portfolio.

Eligibility Criteria for Identification grades K-12:

Identification 1a: Highly Academically Gifted (HAG)= Students must earn a combined composite of aptitude and composite achievement percentiles of at least 196. There is no portfolio opportunity for HAG; however, there is an opportunity for a HAG rescreen if a student has a combined aptitude and achievement composite of 193-195.

Identification 1b: Highly Academically Gifted (HAG): Students must earn a 99th percentile composite aptitude and 96th percentile composite achievement.

Identification 2a: Academically Intellectually Gifted (AIG)- Students must earn a combined composite aptitude and composite achievement of at least 185 to identify. If a child earns at least 81st percentile composite on the aptitude test, they will be eligible for an achievement test. If they earn a combined composite of 180-184, the student is then eligible for an aptitude or an achievement rescreening opportunity using a different instrument.

Identification 2b: Academically Intellectually Gifted (AIG) For 2nd Graders only (pilot during this plan cycle). A student with at least one subtest score of a 90th percentile and a minimum composite of the 77th percentile on a district- administered aptitude assessment. Students who meet portfolio criteria will have the opportunity to participate in the portfolio assessment. They must meet a designated passable score on the rubric created to match our service through a district committee scored portfolio.

The primary **purpose** of the **portfolio** is to serve as a qualitative measure for identifying students for gifted services who would not have identified via aptitude and achievement scores alone.

According to NC Article 9B, "The General Assembly believes the public schools should challenge all students to aim for academic excellence and that academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment." The portfolio will help identify students that have demonstrated potential through a score of at least the 90th percentile in one subtest of a nationally-normed aptitude assessment and an overall aptitude composite of no less than the 77th percentile.

Parents may opt-out of the portfolio process just as they may opt-out of the universal aptitude screener.

A group of AIG-licensed teachers will design portfolio tasks that embody the rigor, depth, complexity, and challenge required in an enriched and accelerated learning environment. These will be reading and math tasks that will allow students to demonstrate other integrated skills (i.e., writing, artistic ability, creativity, leadership, problem-solving). These tasks will enable opportunities for analytical thinking, advanced language, higher-order and creative thinking, and in-depth problem-solving. The administering teacher will select from a Portfolio Task notebook to increase fidelity in rigor, level of the task, and access to the same expectations. Each task will include directions for administration, including a mini-lesson or modeling, to allow students to understand task expectations. Students will receive a rubric that identifies which criteria they have an opportunity to demonstrate for each task. **These tasks are secure testing materials and will not be shared with parents or others not involved in the identification process.**

Before using the portfolio, training on portfolio tasks will be provided for AIG Catalyst teachers and anyone else designated to administer them.

The environment in which the portfolio work samples will be completed may depend on the school. The samples must be completed within a classroom setting. Each school will select three samples per student that best demonstrate their analytical, creative, quantitative, and critical thinking ability. These samples should reflect the student's ability to perform above their grade-level peers.

Prior to the scoring window WS/FCS Portfolio Assessment Scoring team members will receive training on the scoring process by the AIG Office.

The AIG Catalyst teacher submits the portfolios for their entire school. The district scoring team consisting of AIG Catalyst teachers from across the district will score at a designated location and time. District AIG office staff will be available to support if needed or in case of an absence. Submitted portfolios will be scored through a blind process. Scoring in a self-contained environment helps support validity and fidelity with scoring.

- Portfolio Development (November- early January)
- Winter Portfolio Assessment Scoring (January-mid February)

The teacher checklist will serve as part of the overall scoring component to help provide a complete learner profile. Quantitative (aptitude/and or achievement) and Qualitative (portfolio work samples and checklist) data will help us have a more well-rounded view of the student.

Participants will earn CEUs for their training around giftedness and the portfolio.

Identification 3: AIG-single subject Reading or Math- combined composite aptitude and composite achievement in a single subject are at least 185.

Identification 4: Intellectually Gifted (IG)- aptitude composite of 98th/99th and achievement composite score of 85th percentile or lower.

New to District and In-County Residential students must meet the same criteria as their district grade-level peers. Since portfolios are created in a district school setting, New to District second-graders enrolled after CogAT administration and In- County Residential students may not participate in the portfolio process.

For Currently Enrolled Students: Parents/Guardians wishing to submit independent evaluations by NC licensed and approved private psychologists are expected to follow these guidelines. Initially, parents/guardians must communicate with the school's AIG Coordinator before seeking independent evaluations regarding AIG identification. The AIG-2 (Permission for Independent Evaluation) form is completed and signed by the AIGPPT. This form documents the psychologist's adherence to district guidelines in the administration of an acceptable evaluation instrument. Before the administration of a private evaluation by an approved NC psychologist, The AIG-2 form is submitted to the district AIG Office for approval. The psychologist will complete the AIG-2 form and attach the evaluation results. After receiving the completed form, the school's AIG Coordinator forwards it to the district's AIG Office for final processing for identification. Composite scores showing a significant difference in the performance of 10 points or more in the identified area will result in verification or denial of services. Beginning in the 2019-2020 school year, **either an aptitude or achievement evaluation will be allowed in conjunction** with a school-based administered aptitude or achievement evaluation instrument that gives a composite score (i.e., IOWA and TerraNova). Any residential student must take one or the other within the school setting during the designated school testing windows. The use of the same instrument within 12 months will not be accepted. For new to the district (in-state): Independent evaluations must be administered, scored, documented, and signed by a licensed NC psychologist.

For new to the district (out-of-state): Independent evaluations must be administered, scored, documented, and signed by a licensed psychologist.

For additional information, please contact the WS/FCS AIG Department, by email at giftedprograms@wsfcs.k12.nc.us or by phone at 336-748-3426.

WS/FCS accepts the following Aptitude Evaluations:

Individually Administered Assessments of Aptitude/Intelligence:

- DAS (Differential Abilities Scales-2nd ed.)
- K-ABC-II (Kaufman Aptitude Battery for Children-2nd ed.)
- RIAS (Reynolds Intellectual Assessment System)
- Stanford-Binet V (minimum of six subtests)
- WISC-V (Weschler Intelligence Scales for Children-5th ed.)

• WAIS-IV (Weschler Adult Intelligence Scales – 4th ed.) (16 years of age or older) **Group Administered Assessments of Aptitude/Intelligence:**

- CogAT (Cognitive Abilities Test)
- NNAT (Naglieri Nonverbal Abilities Test)
- OLSAT (Otis Lennon Scholastic Ability Test)
- RAVEN (Raven's Progressive Matrices Test)
- SFTAA (Short Form Test of Academic Aptitude)
- TCS-2(Test of Cognitive Skills)
- InView

WS/FCS Accepts the following Achievement Evaluations:

- SAT (Stanford Achievement Test)
- CAT-V (California Achievement Test, 5th edition)
- Iowa Assessments
- MAT (Metropolitan Achievement Test)
- KTEA –II
- Terra Nova-3
- WJ-IV (Woodcock-Johnson Psychoeducational Battery- 4th ed.)
- KTEA-III

Note: Achievement Evaluations must include administration of reading, math, and language mechanics components to use in AIG eligibility assessment.

Evaluation Instruments **Not** Accepted:

- PPVT (Peabody Picture Vocabulary Test)
- PIAT (Peabody Individual Achievement Test)
- WRAT (Wide-Range Achievement Test)
- K-BIT (Kaufman Brief Intelligence Test)
- Slosson Aptitude Test ERB/CTP tests of achievement

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

District Response: The district uses multiple criteria for our second-grade district-wide screening. Both universal screeners are nationally-normed and provide formal and informal assessment opportunities. The composite Cognitive Abilities Test (CogAT) is a formal aptitude measure. Based on results from this assessment, a student may qualify for additional achievement testing opportunities or a portfolio assessment. A subtest score of 90th percentile and above in one of the CogAT batteries with a minimum of 80th composite in aptitude will afford students the opportunity for a portfolio as well. Alternate assessments are provided for English Language Learners via the Naglieri for aptitude (NNAT) and Logramos for achievement to allow equal access to testing. On the CogAT, we implement the use of Alternate Verbal, which provides for an alternate score without the Sentence Completion Test. This assessment ensures equitable access to the ELL learner. WS/FCS offers the option of the CogAT in which directions are read in Spanish. WS/FCS will work collaboratively during this cycle with the ELL and Exceptional Children's Departments to increase identification within these special

populations as deemed. To improve our responsiveness to our LEA demographics, during the cycle of 2019-22, the AIG Department will work collaboratively with families from disproportionately low AIG representation. We will build an awareness of gifted programs in WS/FCS through presentations during school-based special events or specifically designed district or community events. For the twice-exceptional student, the school will utilize appropriate accommodations for testing and academic, social-emotional modifications to address their needs. Schools will adjust the student's service delivery model to support their academic area of strength and support their area of disability.

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

District Response: WS/FCS employs AIG and testing coordinators at elementary and middle schools to facilitate AIG screening, referral, and identification processes. Testing coordinators receive training regarding the administration of the evaluation instruments, and district procedures and expectations. This training is offered at least twice throughout the year. All AIG Coordinators are trained in screening, referral, and identification processes by the AIG Program Manager and Data Manager. The AIG Coordinators receive additional supports through resources shared via the district's Learning Management system (LMS) page, which contains detailed information about these processes. A training presentation to clarify these processes will be completed annually at each school for teachers and staff. Screening dates are throughout the year.

Evaluation Schedule Windows:

- New to district, residential, and EOG eligible (September-November)
- Universal Screening of Second Graders (mid-October-November)
- Portfolio Development (November- early January)
- Winter Portfolio Assessment Scoring (January-mid February)
- New to district second-fifth graders and residential (March-April)
- 4th or 5th Graders who have met EOG screening requirements and any AIGPPT referral/recommendations approved by the AIG Office (March-April)

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

District Response: The district's AIG Office and individual school AIG Coordinators communicate information with stakeholders through various formats (websites, phone calls, emails, and information sessions). Information sessions regarding the program/identification process are provided at least once yearly by the AIG Program Manager for AIG/HAG families and by individual schools for AIG families. The AIG Program Manager communicates information to various school stakeholders throughout the year including, but not limited to, meetings involving AIG Coordinators, school counselors, AIG teachers, instructional facilitators, principals, and AIG Advisory Committee. During the 2019-22 plan cycle, the AIG Department will collaborate with the ESL Department to support the translation of these resources into Spanish.

AIG coordinators' expectations include:

- Communicating with parents regarding students' eligibility, screening, and placement – letters, meetings, conferences
- Facilitating AIGPPT teams for referral, identification, and service procedures to ensure appropriate communication at the school level

Stakeholders receive identification process and service options in the following ways:

- Gifted district website
- Revised digital Gifted Handbook
- Written communication to parents via letters and forms
- Annual meetings at individual schools
- Partnership with PAGE chapter

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

District Response: AIG Coordinators communicate with parents about gifted screening and service options through annual school open house meetings, letters home, or conferences by request. A revised AIG 1 form, stored at the school, in their cumulative folders, and at the district level either by paper or digitally, maintains a record of student evaluations and service eligibility status. Students continue their identified eligibility while they remain in the district; however, the service is optional. An electronic AIG performance evaluation of the DEP completed by AIG reading and math teachers or any HAG core teacher is provided to parents/families at least once per year. After the identification process, the AIG teacher or AIG Coordinator will hold a school-based meeting to share identification and service delivery. In this cycle, the WS/FCS AIG Department will develop other digital tools to communicate timelines and data.

Ideas to Strengthen Standard:

- Develop a method to monitor the academic performance of students entering from all Gateways
- Refine Gateways as indicated by data gathered
- Build portfolio tasks that captures atypical standardized evidence (interviews, observation tools, work samples, etc.)
- Provide professional development that addresses the misconceptions of giftedness as it relates to various subgroups
- Gather longitudinal data from students who participated in the LIFT program and successful performance in the AIG program
- Create a procedure for maintaining documentation of those identified as AIG and referred for evaluation
- Use of local norms for identification
- Strengthen partnership with EC, ELL, Title I, and other groups to provide opportunities for students to show strengths that may lead to identification.

Sources of Evidence:

Nationally-normed Assessment results

Portfolio Tasks Notebook
Student Identification designated in state platform (PowerSchool)
Electronic LIFT rosters
Scored portfolio products
Attendance rosters from school-based AIG parent meetings
AIG webpage
Digital AIG Handbook
AIG forms
Documents in Spanish
Documentation of referrals sent to the AIG Office for review

STANDARD 2: Comprehensive Programming within Total School Community:

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

Practice A: Delivers an AIG program with comprehensive services that addresses the needs of gifted learners across all grade levels and learning environments.

District Response: The WS/FCS AIG program strives to meet the academic, social, and emotional needs of gifted learners through a continuum of services that includes acceleration, targeted enrichment, and extension.

Comprehensive services for Grades K-2: WS/FCS offers services for students in Kindergarten through second grade are provided using a consultative, pull-out, or push-in model through collaboration with the regular classroom teacher and the AIG teacher. We will provide training and curriculum for all K-2 teachers, administrators, and counselors on the characteristics of gifted learners and ways to differentiate instruction to meet the academic needs of all students. Providing training and curriculum resources is part of the LIFT Program and includes Professional Development (face to face or online), curriculum, and support from the district AIG staff. At the K-2 grade level, the LIFT Program will cultivate experiences for all students. It provides curriculum and support for those who demonstrate abilities well-above their grade level peers so that they can engage in challenging, enriching experiences that promote their critical and creative thinking and their academic potential.

Students in Kindergarten or First grade who consistently work well-above grade level exhibit the characteristics of a gifted learner, and those who are not having their needs met through the LIFT Program may be screened for additional AIG services. In this exceptional case, the AIG teacher collects artifacts and testing data as documentation of the student's performance and completes the Recommendation to Screen form.

When second graders are newly identified, the AIG Catalyst teacher will collaborate with the classroom teacher to serve the student through additional collaboration, pull-out, or push-in services.

Comprehensive services for grades 3-5: AIG services include half-day, full-day, pull-out, and cross-curricular models depending on the number of eligible students in the school to best

address cognitive and affective student needs. Academically Intellectually Gifted (AIG) students receive a minimum of 135 instructional minutes per week in each identification (math, ELA, both) area delivered by an AIG certified teacher. Highly Academically Gifted (HAG) students are homogeneously grouped all day to meet their academic and social and emotional needs and are clustered at specific sites. AIG certified teachers deliver advanced instruction in all core subject areas. Currently, Brunson Elementary and Southwest Elementary are the HAG sites.

Students needing advanced learning may be identified for the LIFT program and served by half-day, full-day, pull-out, or cross-curricular services depending on student need and AIGPPT recommendation.

Comprehensive services for Grades 6-8 In middle school, AIG students receive services by AIG-licensed teachers for English/Language Arts. AIG students receive accelerated instruction for both ELA and math. Through a team approach, HAG students participate within homogeneous accelerated ELA and Math, and extended Science, and Social Studies. Students receive services at a designated district middle school (currently Hanes Magnet School). Advanced learning options such as IB are available at the middle school level (presently at Paisley IB Magnet School). LIFT students may learn alongside their peers identified as gifted, depending on student need and AIGPPT recommendation. They can also participate in cross-curricular services depending on student need, interest, or strength to reach their potential.

Comprehensive services for Grades 9-12: The emphasis at the high school level is for students to enroll in advanced coursework and to pursue their interests, strengths and goals. AIG students are encouraged to enroll in honors, Advanced Placement (AP) and International Baccalaureate (IB) courses. All high schools offer AP courses and have an AP Coordinator who oversees the program and serves as a liaison with the central AIG office. AP Potential data will help identify students with the potential to be successful in AP courses.

All high school students also have access to alternative programming such as Early College, Dual Enrollment, and Credit by Demonstrated Mastery (CDM). The district offers a variety of advanced courses to address different interests at the Career Center (which offers 30 AP classes and 16 CTE Programs), North Forsyth Medical Magnet School, RJ Reynolds Arts Magnet School, Atkins STEM Magnet School, Parkland IB Magnet School, Paisley IB Magnet, Forsyth Early College, and Forsyth Middle College. These programs include dual enrollment, early graduation, or internships. Advanced coursework is available to non-AIG students. The AIG Office provides school counselors with additional training in strategies to meet both the academic and social-emotional needs of gifted students at different levels.

Magnet schools support comprehensive AIG services K-12: WS/FCS has thematic magnet strands in Experiential Schools, International Baccalaureate (IB) & International Studies, Multiple Intelligences & College & Career Program, Visual and Performing Arts, and Science, Technology, Engineering and Math (STEM).

The district offers a variety of magnet programs that address an array of thematic and curricular emphases that may be of interest to AIG students to develop their critical and creative thinking, collaboration, communication, leadership, problem-solving, and other future-ready skills. At K-8

levels, each school has a designated AIG Coordinator to help support the AIG students' needs within the specialized programs.

B: Integrates and connects AIG services with the total instructional program and resources of the LEA

District Response: The AIG Office has collaborative relationships with all departments in the district to integrate and connect AIG services with other programs and resources. This collaboration and deliberate communication enhance the effectiveness of the AIG program. Administrators, Instructional Facilitators, AIG Coordinators, and AIG Teachers serve as critical components in ensuring the integration of best practices for gifted/advanced learners during planning and instruction. Consistency in curriculum, pedagogy, and program model expectations occurs through clear communication and training. AIG programs and services are embedded in district culture and are part of the total instructional program. **The LIFT program** assists in the integration of challenging, rigorous instruction for all K-2 students and 3-8 unidentified students demonstrating exceptional potential. The LIFT program aligns with the district equity initiative. This program includes training opportunities conducted by the AIG Program Manager and Lead AIG Teachers for regular classroom teachers, school-based AIG teachers, AIG Coordinators, counselors, and administrators.

WS/FCS provides resources to meet the needs of students and teachers. AIG curricular and instructional resources are a supplement to North Carolina Standard Course of Study for regular classroom settings. The AIG Office intentionally creates a list of materials and resources to support differentiated instruction for our advanced and gifted learners in grades K-8. Schools can select those that best suit the needs of these students in their school. The district is purchasing textbooks for ELA and Math for all grade levels, which include--enrichment and advanced components. Blended learning programs such as iReady and iStation adapt lessons based on student performance. The data can also be utilized for teachers to differentiate instruction for all learners intentionally. Instructional (ELA, EL, etc.) departments will collaborate to create PD opportunities to address the needs of advanced learners.

The AIG Office focuses efforts on providing adequate resources and support for AIG teachers, AIG Coordinators, and AP/IB Coordinators. That way, advanced students in every school have access to appropriate programming and instruction.

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

District Response: Classroom teachers use pre and post-assessments incorporated in the adopted curricula to evaluate student mastery of skills and content. Additionally, the district uses a variety of flexible grouping practices to facilitate the achievement and growth of AIG and other advanced learners. Homogeneous grouping, flexible grouping, cluster, and pull-out methods provide effective instruction for AIG students. Every elementary school will receive an allotment of an AIG Catalyst teacher based on the number of identified AIG students (with a minimum of .3 FTE and a maximum of 2 FTE.) HAG students have the option of participating within homogeneously grouped classrooms at district specified sites for all core instruction. To address our students demonstrating potential or advanced abilities, schools will cluster group AIG

students and non-AIG/LIFT students to create a full homogenous class of advanced learners. **LIFT (Leading Instruction and Fostering Talent)** offers support for advanced and high-potential learners in grades 3-8, not currently identified as gifted. The program will allow students to experience more in-depth and complex learning through targeted enrichment, extension, or acceleration beyond their grade-level peers. LIFT students will receive instruction in the area(s) they have demonstrated strong potential beyond that of their peers.

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

District Response: Differentiated services and instruction for AIG students are managed at the school level by the AIGPPT, with AIG Coordinators serving as the primary contact among teachers, parents, and administrators. The district AIG Program Manager and AIG Data Manager meet with AIG Coordinators at a training refresher and in subsequent meetings to communicate information about AIG services, state regulations/standards, and the local AIG program plan. The AIG Program Manager communicates with high school counselors and administrators regarding AIG service requirements as well as additional opportunities for advanced learners such as AP, IB, CDM, and NC Governor's School information. The AIG Program Manager will attend principal meetings to share relevant program information as needed and present at the Summer Leadership Retreat for Principals.

The WS/FCS Website will be up to date and include this plan and information on referral, identification, and services. Annual fidelity checks in elementary and middle schools help to foster conversations with administration regarding best practices in gifted programming, student scheduling, and placement with qualified teachers. These checks will include but are not limited to fidelity checks of school-based program student records, classroom visits to monitor instructional practices, curriculum resource list, and performance (proficiency and growth) data review of gifted students.

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

District Response: Communication among and between schools include the following means: PowerSchool listing of AIG/HAG students, school websites, email correspondences, transfer of AIG student folders, the DEP (Differentiated Education Plan) in the ECATS system, as well as Professional Learning Team meetings, AIG coordinator meetings, and AIG teacher districtwide collaboration sessions.

The AIG Office shares pertinent information regarding gifted programming with AIG Coordinators or AIG Catalyst teacher, IB and AP teachers, school counselors, Instructional Facilitators, and principals through electronic communication (email, website, ECATS, PowerSchool Learning) and attendance at districtwide gatherings. AIG Coordinators/Counselors collaborate with feeder schools before school assignment windows to communicate opportunities to visit and learn more about the receiving school and their AIG service delivery.

Schools offer open houses and transition meetings before students moving from one grade level to another (particularly between elementary and middle school, and between middle and high school). The sessions address academic expectations and opportunities, social and emotional challenges that the student may face in a new learning setting, extracurricular opportunities, and suggestions for supporting and advocating for student success.

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

District Response:

The social/emotional traits of gifted students include enhanced manifestations of divergent thinking ability, excitability, sensitivity, perfectionism, perceptiveness, and self-awareness. The social and emotional needs of underrepresented student populations in gifted education have even more specialized needs to maximize their potential.

Each school has an AIG Program Placement Team (AIGPPT) that collaborates to ensure appropriate identification, placement, and services for students needing specialized curriculum and instruction. The AIGPPT consists of the AIG Coordinator, school counselor, AIG Catalyst Teacher, a designated administrator, and a regular classroom teacher. Other teachers are included in the team if they have student data (EC, EL, extracurricular sponsors, etc.) or information to share. Having a variety of representatives on the team ensures that the academic, social, emotional, and intellectual needs are met. This team convenes throughout the school year as necessary.

The AIG Office collaborates with the Counseling Department to offer specialized training on how to support gifted learners' unique social-emotional needs effectively. This collaboration includes addressing the needs of special populations (EC, ELL, Minority, Twice-Exceptional, Underachieving, Economically Disadvantaged, Highly Gifted) of potentially gifted and gifted learners to support their overall school success. The AIGPPT discussions consider the social and emotional needs of individual students as they implement and monitor AIG services.

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

District Response:

Acceleration opportunities: This basic strategy of instruction for the AIG and HAG classrooms involves presenting curriculum from one or more years above grade level to the student, so the content, skills, and products match the students' level of academic ability rather than their age. All AIG teachers receive training in acceleration strategies, and all K-2 teachers learn these best practices through LIFT training and resources.

Compacted content: This is the instructional practice of creating a scope and sequence that makes curricular adjustments for students who have demonstrated mastery of grade-level content. In middle school, 6-8 grade gifted, and advanced students participate in accelerated AIG ELA/Math classrooms. Teachers use pre and post-tests to determine students' performance and

assess whether they are experiencing skill or content gaps while addressing their academic and intellectual needs.

Credit by Demonstrated Mastery: Credit by Demonstrated Mastery (CDM) is the process approved by the North Carolina State Board of Education. Winston-Salem/Forsyth County Schools (WS/FCS) shall base CDM upon a body of evidence, award a student credit in a course without requiring the student to complete classroom instruction for a certain amount of seat time for accelerating and moving into more advanced courses. "Mastery" is defined as a student's command of the course material at a level that demonstrates a deep understanding of the content standards and application of knowledge. Credit by Demonstrated Mastery offers students the opportunity to personalize and accelerate their learning.

Students apply through their home school and are approved to begin the CDM processes. Students will complete two phases for the application. Phase 1 includes the completion of an assessment such as an End-of-Course (EOC) exam or a North Carolina Final Exam (NCFE). Students must score at Level 5 on an EOC or get 90% or more correct on an NCFE or CTE exam. Students then move to Phase 2, if they have completed Phase 1.

Phase 2 includes the successful completion of an Artifact process that demonstrates a deep understanding of the content standards and the ability to apply their skills and knowledge related to these standards through a real-world application. Beginning in this AIG plan cycle, students may participate in Credit by Demonstrated Mastery in fall, spring, or summer.

Subject or grade acceleration: Subject or grade acceleration is rare, but principals may grant it if a student's performance and social-emotional development indicates the need. In cases where a parent initiates a request for subject/grade acceleration, the AIGPPT team will collect a variety of data evidence that supports the student as superior academically and refers based on the justifiable cause (agreed upon by the Area Superintendent's Office). If the determination requires transferring schools, both principals sending and receiving schools would have to agree to the placement.

In July 1997, the North Carolina General Assembly passed a law that amended **G. S. 115C-364** with a new section which states: "A child who has passed the fourth anniversary of the child's birth on or before April 16 may enter Kindergarten if the child is presented for enrollment no later than the end of the first month of the school year and if the principal of the school finds, based on information submitted by the child's parent or guardian, that the child is gifted and that the child has the maturity to justify admission to the school. The State Board of Education shall establish guidelines for the principal to use in making this finding." WS/FCS adheres to this law with a process for students to enter Kindergarten early with parent application, composite aptitude and achievement assessment data at or above the 98th percentile by a licensed NC psychologist, letters of recommendation, interviews, AIGPPT approval, and principal permission. This process is detailed on the WS/FCS AIG Webpage and is rare.

Additional opportunities for acceleration: Students may take AP, IB, or Dual Enrollment Courses and earn college credit. They may participate in internships for credit and acceleration. Students may apply to attend the NC School of Science and Mathematics in Durham or the University of North Carolina School of the Arts. Edgenuity curriculum and blended learning

program provide access for gifted and advanced learners to take an individual online course not offered at the school level for middle and high school students. A committee approves placement before enrollment is possible.

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

District Response: Culturally/ethnically diverse, economically disadvantaged, or English language learners identified as gifted are served through the AIG program and provided with support when necessary. If a student is eligible for other support services, the school addresses the needs. The K-2 LIFT Program cultivates the talents of primary-aged students to build capacity. Based on their performance or demonstrated potential, students participate in the LIFT in grades 3-8. Participation in this program is flexible. It will broaden the consistent use of instructional practices appropriate to meet the needs of advanced and high- ability students from diverse and under-represented backgrounds. The LIFT program began with a pilot in the 2019-2020 school year and will expand to full implementation in the 2020- 21 school year.

The AIG Coordinator and classroom teachers will receive training to identify characteristics, language and linguistic differences, and culturally responsive pedagogy for potentially gifted students. This training will aid classroom teachers in intentionally observing students who may exhibit gifted behaviors during their lessons and would benefit from enrichment/acceleration support or consultation services with an AIG teacher. Students identified as Highly Academically Gifted can attend an all-day homogeneously grouped program in an elementary or middle school site designated by the district. Twice-exceptional students are served in both gifted and EC programs and offered additional support services as needed based on their Individualized Education Plan. Students identified as both EL and AIG will receive services by both programs based upon their individual needs.

The Advanced Placement (AP) Summer Bridge program aids in broadening access to advanced learning opportunities as students transition from middle to high school.

I: Encourages extracurricular programs and events that enhance and further develop the needs and interests of AIG students.

District Response: WS/FCS AIG Office works collaboratively with other departments to offer opportunities such as clubs, competitions, and field trips throughout the year that extend enrichment experiences such as:

- Academic Competition
- Battle of the Books
- Math Olympiad
- Science Olympiad

- Odyssey of the Mind
- Robotics Club
- Innovation Showcase

Summer enrichment opportunities are offered by the District AIG Office to expand experiences beyond the regular school year include:

- AP Summer Bridge (High School)
- Hackers and Makers (Elementary and Middle)
- Camp Invention (Elementary)

Gifted and advanced eligible students are encouraged to participate in additional summer opportunities, including but not limited to Duke TIP and NC Governor's School. These opportunities are on the AIG website.

The AIG Office works with the schools through a variety of communication modes (webpage, PeachJar fliers, email, face-to-face, community outreach, automated phone calls) to recruit students from diverse populations to participate in these opportunities.

Ideas to Strengthen Standard:

- Provide additional opportunities for feeder school communications (5th to 6th grades and 8th to 9th grades) and advertise on the website
- Develop and utilize a consistent presentation to share information about AIG programs and services with all schools
- The ongoing revision of AIG Handbook and website
- Explore opportunities for off-grade level distance learning
- Improve communication and add social media platforms to share information

Sources of Evidence:

- Differentiated Education Plans (DEPs)
- AIG Handbook
- Professional Development agendas and rosters
- AIG PowerSchool Learning or Canvas page
- Student LIFT rosters

- Agendas/Attendance from AIG teacher meetings
- AP/IB rosters and syllabi
- Agendas for meetings at transitional years
- Scope and sequence documents
- Advanced units from ELA and Math curriculum
- Unit plans, lessons, activities, and rubrics

Standard 3: Differentiated Curriculum and Instruction

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

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

District Response: WS/FCS adapts the NC Standard Course of Study for acceleration, targeted enrichment, and extension for the curricula based on the needs of AIG and advanced students. Each school has Professional Learning Teams (PLTs) that meet weekly to address the needs of all students, including AIG students. Since gifted students require curriculum and instruction beyond grade-level expectations in their areas of strength, the WS/FCS K-12 Academically Gifted Program provides appropriate service delivery based on the needs of the learner through opportunities to experience:

- Consultative and LIFT (Leading Instruction and Fostering Talent) services in grades K-2 which provide enriched learning opportunities for students demonstrating the potential to perform at substantially high levels of accomplishment compared with others of their age, experience, or environment.
- Subject acceleration of at least 1 grade level in Language Arts or Mathematics in grades 3-5 with targeted enrichment and extension for Social Studies and Science using consultative pull-out, half, or full-day AIG classes.
- Advanced homogenous grouping and clustering.
- Accelerated full-day homogenous classes for Highly Academically Gifted (HAG) students in grades 3-5 at the district designated site(s). Language Arts and Mathematics in grades 3-5 (offered at two grades above their current level) with targeted enrichment for Social Studies and Science at district designated site.

- Subject acceleration of at least 1 grade level in Language Arts or Mathematics in grades 6-8.
- Accelerated self-contained service for Highly Academically Gifted (HAG) students for Language Arts and Mathematics in grades 6-8 (offered at two grades above their current grade level) with targeted enrichment for Social Studies and Science at a designated district site.
- Honors Classes, Honors Seminar Classes, Advanced Placement Classes, Credit by Demonstrated Mastery (CDM) based on state guidelines, dual enrollment through community colleges, or early graduation for gifted students in grades 9-12[13].
- International Baccalaureate Magnet Programs (K-12)

Teachers will pre-assess to ensure that AIG students have mastered their grade-level curriculum in depth before appropriate targeted enrichment, extension, or acceleration.

Content modifications provide gifted students with appropriate rigorous differentiation at all levels: curriculum compacting, accelerated curriculum, computer-based instruction, independent studies, learning centers, tiered assignments, differentiated units, problem, project or challenge-based learning, concept-based teaching, and seminars.

K-2 teachers will participate in professional development designed for nurturing advanced learning in Reading and Math. PD includes expanding upon the use of Inquiry-Based Learning provided in the 2016-19 plan cycle. The teachers will utilize identified resources to support the planning and instruction of gifted learners. Teachers participating in the LIFT program will receive training on selected strategies and resources to provide advanced learning opportunities. The AIG Office will offer opportunities for HAG teachers to collaborate to expand best practices and support for students within the HAG program. Professional development opportunities for AIG teachers will be offered based on need, interest, and funding. Professional Development will focus on acceleration alignment, concept-based and interdisciplinary unit plans, rigor, and differentiation strategies (including product, process, content, and environment), and assessment design.

PD opportunities will provide multiple methods for delivery, including quarterly meetings, cross-district PLTs, monthly, or other designated training days depending on the needs of the participants. The district AIG Office will support individual schools and teachers through modeling and coaching by Lead Teachers based on identified needs from observations or principal requests. Teachers will select from recommended curriculum resources that best support the needs of their students.

Advanced Curriculum Opportunities for Grades 9-12 The WS/FCS AIG Program expects identified AIG students to participate in challenging learning opportunities based on areas of identification. These include rigorous curricular opportunities offered through traditional and Magnet School options such as IB courses--Diploma Programme (DP) or Career-Related Programme (CP), Advanced Placement, Dual Enrollment, Credit by Demonstrated Mastery (CDM) and/or A.P./Honors Seminar/Honors Course offerings at the high school level. The AIG Program Manager will collaborate with the counseling department to evaluate the potential of using a group DEP or planning map for high school AIG students. They will also encourage the development of an Individual DEP for students demonstrating an exceptional need for

differentiated service (i.e., students whose test scores demonstrate much higher potential than their actual classroom performance). Annual meetings with students to discuss their goals, registration, and career plans will be held.

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

District Response: In WS/FCS, diverse and effective instructional practices are integrated into lessons and are not limited to the following based on the needs of the students.

For readiness:

Kaplan's Depth and Complexity Icons

Tiered Assignments

Above-grade level texts

Above-grade level tasks

Visual Thinking Strategies

Inquiry-Based Learning

Kohlberg's Moral Dilemmas

Socratic Seminars

Questioning approaches

Multiple-Intelligences

Higher-Order Thinking Skills

For interest:

Student interest surveys provide instructional tasks and assignments to motivate students

Learning contracts and menus provide choice in projects and student project delivery

For learner profiles:

Analyze data from informal, formative and summative assessments to inform groupings of students and content for instruction

WS/FCS encourages the sharing of diverse and effective instructional practices among AIG/AP/ and IB teachers. Listed below are some available or anticipated opportunities:

- Attendance at gifted conferences (i.e., NCAGT, NAGC) with follow-up workshops offered to on-site and local teachers sharing information learned at conferences
- Continued revisions to AIG reading lists and unit plans
- Shared resources (articles, lessons, units) through the district's media center, PowerSchool Learning, and Canvas to encourage collaboration, effective implementation of strategies, and best practices for gifted and advanced learners
- AP training for high school teachers by the state or the district based upon need
- IB Training-PYP (Primary Years' Programme), MYP (Middle Years' Programme), CP (Career-Related Programme) and DP (Diploma Programme) based on need

AIG teachers collaborate based on the service delivery model to facilitate accelerated/enriching content, critical concepts, vertical alignment, and exemplar lessons and resources. Administrators and teachers receive training and support to analyze student performance and achievement data, including specific reflection on sub-groups. During this AIG plan cycle, the AIG Office will pilot training on the use of data from AIG screening assessments. This data will help inform effective instructional practices based on students' learning profiles and individual needs.

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

District Response: WS/FCS encourages research-based instructional practices and the use of appropriate supplemental resources. Achieving consistency in practices among and between schools is a goal. Ongoing efforts include:

- Fostering teacher-led workshops
- Building a resource library via our learning management system (LMS)-Canvas
- Selecting research-based supplemental resources
- Strengthening understanding of and modeling effective evidence-based strategies for gifted learners of diverse backgrounds

Supplemental resources to support gifted and advanced learners include, but are not limited to:

- College of William and Mary Curriculum Units, which include informational and literary text selections (Grades 2-8)
- Primary Education Thinking Skills Units (Grades K-3)
- Primary Math Challenge (Grades K-2)
- Building Education Thinking Skills (Grades K-2)
- Upper Elementary Math Challenge (Grades 4-6)

- Jacob's Ladder Social-Emotional Intelligence (Grades 3-5)
- Junior Great Books (Grades 3-5)
- Jacob's Ladder Reading Comprehension (Grades 3-8)
- Novel Units that address gifted students social, emotional, academic, and intellectual needs (All grades)
- Math Stars Problem Solving (Grades 1-8)
- Mentoring Mathematicians Units (Grades 2-5)

AIG teachers have access to resources (curriculum units, lessons, and projects) via the LMS created by the district Lead Teachers and AIG colleagues to enhance instructional practices.

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

District Response: WS/FCS fosters the development of future-ready content and skill acquisition in all areas. A continued effort to enhance the rigor in AIG classes supports this practice, along with the intentional blending of cross-curricular 21st-century content and skills through daily lessons and units. Twenty-first-century skills are integrated into curriculum units that are created and shared by AIG teachers. Inquiry-based learning units promote future-ready skills. Students engage in real-world scenarios and community service projects. The AIG Office collaborates with the WS/FCS Technology Department to support efforts of increased effective use of technology within the classroom to promote authentic integration of these skills into learning and projects.

Service-learning, creativity, collaboration, communication, real-world projects, and leadership skills are embedded into units of study and extracurricular opportunities.

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

District Response: WS/FCS implements district and state benchmark assessments as a standard practice to support each school's data analysis. Data analysis will occur in Professional Learning Teams (PLTs), and teachers differentiate and create flexible groups accordingly. District results assist teams in determining differentiation needs in combination with ongoing AIG-specific formative and summative assessments.

Other data points used to support flexible grouping include:

Formal assessments (i.e.-CogAT, NNAT, IOWA, EOG, EOC)

Informal assessments (i.e.-classroom observations, entrance and exit tickets, writing samples, multiple-choice with required justifications, open-ended questions, performance-based tasks, interest inventories) help inform teachers of students' understanding and knowledge of standards.

Pre-and post-assessments allow teachers to monitor student growth of skills, standards, and concepts.

Together this helps to determine readiness and mastery, creates profiles to differentiate for individual student needs, and supports the planning of appropriate instruction within flexible groups.

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

District Response: WS/FCS utilizes the following effective curricular and instructional practices known as the Collaborative for Academic Social and Emotional Learning (CASEL). Teachers utilize this resource to support the gifted students' social and emotional needs. In addition, the following resources/strategies are utilized:

- Interest survey and student profile results during instructional planning
- Cluster grouping of gifted students in classrooms
- Annual goal setting and guidance for gifted students through the Differentiated Education Plans (DEP) and career development counseling regarding courses to take in high school
- Jacob's Ladder Social and Emotional Intelligence curriculum for grades 3-5
- Growth Mindset training with teachers and students
- The Leader in Me curriculum is available in some schools

The district will strengthen this area through more in-depth training during meetings with AIG Coordinators, teachers, and school counselors to build key understandings around the different social-emotional (affective) needs of gifted learners from diverse backgrounds. Other co-curricular and extracurricular opportunities that support social-emotional growth include:

- Service-learning projects in classrooms
- Co-curricular and extracurricular activities (examples include Chess Club, Robotics Club, Science Olympiad, Math Olympiad)
- Summer opportunities (examples include WS/FCS Summer Enrichment, Camp Invention, Hackers & Makers)
- School-based competitions
- District-wide competitions (examples include Elementary and Middle School Battle of the Books, Academic Competitions, Science Fair, Odyssey of the Mind and Spelling Bee)

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

District Response: WS/FCS continues to explore and strengthen ways to serve the potential of young students. Requirements for early admission to kindergarten are communicated with parents. For enrolled K-2 students, AIG Coordinators and teachers receive training on characteristics of gifted students and how to use "LIFT" support to cultivate experience and talents for all K-2 students. A district-wide universal screening takes place in second grade, and AIG services for identified students begin in third grade. LIFT students may participate in the AIG classroom, at the discretion of the AIGPPT.

Cluster grouping guidelines for third grade:

- When there are 18 or fewer certified AIG students in a grade level, the students should remain clustered together in AIG classes. This number may be adjusted based on changes to state or district class size guidelines.
- When there are more than 18 certified AIG students in a grade level, students should be divided 50/50 where possible. Additional students in these classes should be eligible LIFT students. This number may be adjusted based on changes to state or district class size guidelines.

Cluster grouping guidelines for Fourth and Fifth grade:

- When there are 26 or fewer certified AIG students in a grade level, students should remain clustered together. This may be adjusted based on changes to state or district class size guidelines.
- When there are more than 26 certified AIG students in a grade level, students should be divided 50/50 where possible. Additional students in these classes should be eligible LIFT students. This number may be adjusted based on changes to state or district class size guidelines.

Cluster grouping guidelines for middle school:

- AIG certified students should remain clustered together when there are fewer students than the state or district mandates for class enrollment at a grade level.
- AIG certified students should be divided 50/50 where possible when there are more students than the state or district mandates for class enrollment at a grade level.

The AIG Office will partner with the Office of Early Learning to provide additional support and professional development for cultivating and growing potentially gifted young learners. During the 2019-22 plan cycle, we will pilot the Primary LIFT program in 2019-2020 followed by full implementation in all elementary schools beginning 2020-2021:

- Cluster-grouping of advanced students in classrooms
- Flexible small groups based on students' learning needs
- Documentation of student work behaviors
- Collection of student work samples as evidence of advanced learning needs
- Use of the Primary Education Thinking Skills (PETS) and Thinking Skills and Key Concept curriculums to help nurture and identify academic strengths in K-2 students: divergent thinking, convergent thinking, creative thinking, visual thinking, and analytical thinking
- Develop integrated units which include rich texts, project-based and inquiry-based learning

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

District Response: WS/FCS utilizes Professional Learning Teams (PLTs) to ensure collaboration between instructional staff members. Instructional Facilitators in each school work with instructional staff to develop and implement a differentiated curriculum and instruction. District-wide PLTs and Learning Management System (Canvas) resources support teachers in collaborating, building skills, and sharing best practices. At individual schools, the AIG Coordinator helps the AIG teachers and serves as a liaison to the district office. During the 2019-2022 plan cycle, intentional professional development for school-based staff ensures appropriate differentiation for students. AIG District Lead Teachers (coaches) will support AIG teachers through modeling, planning, and implementing differentiated instructional practices as well as utilizing selected curricular resources to impact student achievement and growth.

Practice I: Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions.

District Response: In WS/FCS, a Differentiated Education Plan (DEP) describes the service(s), the learning environment, the content modifications necessary for the student, and the array of special programs available to enhance the student's learning based upon a variety of goals. These goals address individual student's needs. The DEP is updated and reviewed with the parent annually or if program changes are necessary. An Individual Differentiated Education Plan (IDEP) is designed if the DEP does not reflect the student's program adequately. The IDEP is also reviewed for student performance at the end of each school year.

Ideas to Strengthen Standard:

- Explore using personalized learning to accelerate pacing and differentiation
- Explore offering English 1 in 8th grade at HAG school
- Examine targeted opportunities for AIG identified students at the high school level

Sources of Evidence:

- Job descriptions for central office AIG staff
- A roster of AIG certified district personnel
- Elementary AIG teachers' schedules
- AIG scheduling and placement guidelines
- Elementary and middle school annual fidelity checklists
- Documentation of professional development participation
- AIG meeting agendas and presentations
- AP/IB Coordinator meeting agendas and presentations
- Examples of SEL lessons and units
- Examples of DEPs
- Examples of integrated units

Standard 4: Personnel and Professional Development

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

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

District Response: WS/FCS employs an AIG-licensed educator as the Program Manager whose role is to:

- Utilize AIG state funding to provide appropriate learning opportunities and educational resources for gifted and potentially gifted students in the district.
- Plan and collaborate with other offices to train (referral and identification) certified staff across the district.
- Offer professional development to support the academic, intellectual, social/emotional needs of gifted learners.
- Manage AIG services and communicate those services to stakeholders.
- Disseminate pertinent information relating to gifted services.
- Guide and monitor AIG programming at the school and district levels collaborate with a variety of stakeholders to revise and monitor the local AIG plan.

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

District Response: In WS/FCS, AIG licensed teachers are supported by Lead Teachers at the district level. Lead Teachers observe, provide feedback, and support to teachers in AIG/HAG classrooms. AIG teachers team with AIG Coordinators, school counselors, and Instructional Facilitators to support the diverse needs of gifted learners. Teachers also collaborate with administrators, teachers, parents, and address students' needs. At the elementary level, AIG students receive instruction by an AIG-licensed educator. WS/FCS intentionally supports a comprehensive programming experience for advanced and gifted students by designating a teacher for each school in grades K-5 to impact their ability to reach their full academic, intellectual, social-emotional potential. Every elementary school will receive an allotment of an AIG allotment up to a maximum of 2 FTE. At least one position should be an AIG Catalyst Teacher. The role of the AIG Catalyst Teacher includes:

K-2 LIFT

- Consults with K-2 teachers and models of best practices attends PLT meetings to support with strategies and resources alignment or
- Enriches through the whole class or small group on a rotating basis by grade level (i.e., one grade level every six weeks for 30 min. lessons)
- Assist eligible second-graders in portfolio tasks instruction and development

3-5 AIG and LIFT students

- Provides direct services through **specialized instruction in a small group** pull out for reading and math; ensures gifted learners receive service if they are the only service delivery provider. Instructional support may include targeted enrichment, extension, or acceleration based on the students' assessed needs.
- Provides direct service through a **collaborative team (inclusive) teaching** for reading and math to ensure gifted learners receive service if they are the only service delivery provider
- Provides indirect service consultative support to regular classroom teachers by modeling best practices and facilitate PD for advanced learners to build the capacity of the classroom teacher, designing and creating rigorous lessons aligned with the content standards, collaborating with the school counselor to address students' social-emotional needs
- Leads professional development on characteristics of gifted students, best practices, instructional strategies, and resources for gifted and advanced learners
- Serves as the AIG Coordinator which help connects the AIG instructional expert with their knowledge of the identification, referral, and screening processes
- AIGPPT Facilitator or MTSS Representative for advanced or high-potential students requiring intervention for more rigorous learning experience beyond the core
- Supports in organizing co-curricular/extra-curricular opportunities

Additional AIG teachers may be in the elementary school to support AIG students through a self-contained or cluster group model based on the number of identified students in the school.

In middle school, AIG students receive services by AIG-licensed teachers for English/Language Arts. The district is working to ensure all AIG students are served by licensed personnel, to adequately address the unique needs of gifted learners (See more details in Practice C.)

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

District Response: AIG specific professional development opportunities are offered periodically throughout the school year for support of the K-12 program. Professional development offerings are based on the needs of the participants. For example, AIG Coordinators are trained on the identification and evaluation processes and procedures. AIG teachers, elementary, middle, and high school teachers, and Instructional Facilitators focus on best instructional strategies and practices for gifted and advanced learners in their training. They also concentrate on relevant AIG program processes such as ECATS and Differentiated Education Plan meetings. School Counselor PD focuses on how to support the social-emotional needs of the gifted learner effectively. AIG teachers are the opportunity to attend other AIG professional growth opportunities related to gifted education, such as conferences and workshops outside of the district. Principals and AIGPPT Teams receive training to strengthen their understanding and support of the district's gifted program. Targeted professional development will be offered as needed and requested at the district level, school-based, or by AIG district staff, depending on need. AIG teachers will be encouraged to lead/host workshops for in-district peers based on their demonstrated success on student growth with research-based effective strategies, resources, and practices used in the AIG classroom. Peer support, leadership, and collaboration opportunities

and should not be reflected in the teacher evaluation. The AIG Office will collaborate with the district's Digital Teaching and Learning Team (DLT) to offer opportunities for personalized learning with gifted students.

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

District Response: WS/FCS expects that all teachers serving AIG students have earned AIG licensure or are seeking licensure. Those teaching AP have completed or are seeking training, before teaching an advanced placement course. The AIG Office will work collaboratively with other Instructional offices to implement rigorous and differentiated practices in AP classrooms to support student success. The AIG Office works to provide professional development opportunities beyond licensure for continued professional growth through attendance at state and national gifted related conferences such as NCAGT and NAGC. As needed, the district may provide funding support to teachers seeking AIG licensure, with the expectation that they serve AIG students. Teachers who begin a licensure program are expected to complete it within two years. Those seeking licensure through passing the Praxis will meet a year-long local endorsement requirement. This requirement includes consistent attendance, mentoring by an experienced AIG teacher, and completion of a specific district-designed course along with class observations.

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

District Response: WS/FCS offers quality professional development opportunities aligned with the AIG program's mission to nurture the capacity in students who exhibit academic potential and achievement so that they become future leaders with the intellectual skills, attitudes, and character traits needed to meet the challenges of our rapidly changing world. They also align with district initiatives and best practices in gifted education. For the 2019-2022 plan cycle, professional development will be offered to AIG personnel and other professional staff in the district to assist with developing and implementing differentiated curriculum and instruction. These opportunities can be in partnership with universities or other outside agencies/resources. These will be offered based on need via AIG Growth data or interest via surveys, feedback from school-based instructional leadership, and coaches. These may include, but are not limited to, the following:

- Differentiating for the gifted or advanced learner (targeted enrichment, extension, and acceleration)
- Social and emotional needs of gifted students
- Twice-exceptional students
- Addressing the needs of underrepresented populations of gifted students and diverse learners
- Incorporating Depth and Complexity into Lessons
- Utilizing Kaplan's Depth and Complexity Icons for all subject areas
- Curriculum Modifications (tiered assignments, curriculum compacting, learning contracts/menus for choice, etc.)
- Project, Problem and Challenge-based learning
- Using interest/learning profile surveys/ Multiple Intelligences

- Higher Order Thinking and Questioning

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

District Response: AIG Coordinators, Instructional Facilitators, and teachers will work together in school-based PLTs regularly. The district office will provide training with instructional leadership (principals, Instructional Facilitators, etc.) on intentional scheduling for collaborative planning for gifted teachers vertically or by grade level. The district's goal is to support virtual and face-to-face collaboration opportunities among schools and educators. The AIG Office is implementing this through shared professional development opportunities using the district's Learning Management System (LMS).

Ideas to Strengthen Standard:

- Create an AIG/HAG Teacher Handbook with policies, practices, and responsibilities of the AIG teacher. Include best practices.
- Implement a professional book study for educators to engage with others in continued adult learning regarding gifted learners.
- Develop targeted professional development modules based on the needs of stakeholders using variety of formats.
- Provide recognition at a Board of Education meeting for meeting local requirements (in addition to state).
- Targeted professional development for Mathematics teachers of AIG students
- Build partnerships with universities to support AIG certification cohorts

Sources of Evidence:

- Job descriptions for central office AIG staff
- A roster of AIG certified district personnel
- Elementary AIG teachers' schedules
- AIG scheduling and placement guidelines
- Elementary and middle school annual fidelity checklists
- Documentation of professional development participation
- AIG meeting agendas and presentations
- AP/IB Coordinator meeting agendas and presentations
- Samples of Professional Development attendance rosters

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 partnerships with parents/families that are intentional and meaningful to support the following needs of AIG students:

- **academic and intellectual**
- **social and emotional**

District Response: The AIG Program Manager, Lead Teachers, coordinators, and teachers are committed to intentionally establishing strong, meaningful partnerships with stakeholders to foster our gifted students. Partnerships provide support in all areas in the following ways:

- DEP meetings for initial placement and annual reviews
- Phone or email contacts with parents and families
- AIG Webpage
- AIG informational brochure
- Surveys
- AIG Program Advisory Council
- Distribution of information from community support groups including Forsyth County PAGE (Partners for the Advancement of Gifted Education)
- Digital communication such as Peach Jar to share special events aimed for the AIG/HAG Population
- Yearly Program Manager Informational Session and Student Showcase (AIG/HAG) following the identification process for the year
- Collaboration with other Program Managers, Directors, and Departments to strengthen strategies and best practices for increased parent involvement

These partnerships with families, advocates, and stakeholders provide an opportunity for consistency in academic and Social-Emotional Learning (SEL) strategies to meet our gifted learners.

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

District Response: The WS/FCS AIG Office communicates openly with parents and the community regarding identification practices and services. The AIG Plan, overview brochure/summary, and any specialized events are available on the district's website. The registration guidebook for middle and high school students and in the Student-Parent Handbook includes a description of the AIG program. An AIG Handbook will provide an overview of the program, the identification process, service delivery models, and curriculum. The AIG Advisory Council, which includes parents, school-based and district staff, and community stakeholders will meet quarterly to monitor progress in the implementation of the AIG Plan. Meeting minutes will be shared with the public via guidelines set in the bylaws. Individual or group parent information sessions are held in the fall and the spring following evaluation windows. The middle school AIG Coordinators and elementary school AIG Catalyst Teachers will present an overview of service options and answer parent questions in the first quarter. Teachers and students are encouraged to share their experiences in AIG or HAG. The AIG Program Manager host, a yearly AIG/HAG, showcase night to share an overview of the program for families and the community. AIG Coordinators and other stakeholders (AIG teachers, other teachers of the gifted, Instructional Facilitators) will collaborate to develop a group DEP and hold a meeting to share with families. Schools are encouraged to provide interpreters to provide access to the

information if needed. This event can be held in conjunction with other school functions. The AIG Office will collaborate with PAGE (the Partners for the Advancement of Gifted Education) to create a quarterly newsletter for AIG families. Additional communications will be shared through electronic means (emails, automated phone systems, Blackboard, text messages, etc.) as necessary.

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

District Response: The WS/FCS AIG Program Advisory Council is comprised of district and school-level administrators, AIG/HAG teachers and students, parents of AIG/HAG, and LIFT students at various levels, and community members (see the bylaws in Appendix 3 for additional information). A variety of stakeholders are encouraged to participate in the committee, so the makeup reflects the changing demographic representation of AIG and advanced learner parents/families. The Program Advisory Council meet at least quarterly to analyze data and continually discuss strategies to improve WS/FCS AIG services. Additional whole group or subcommittee meetings may be held as deemed necessary. The AIG Office distributes annual surveys for administrators, parents, students, and teachers to inform program quality. Survey results are shared with the Program Advisory Council for review and suggestions, and a summary of survey results will be shared on the website.

Practice D: Inform parents/families about opportunities available to AIG students on an ongoing basis and in their native language.

District Response:

WS/FCS AIG personnel strive to inform parents of educational opportunities that will expand the horizons of gifted students. We are mindful of our diverse population and make every effort to notify parents in their native language. We work collaboratively with the ESL Department to engage our non-English speaking parents. Students and parents are informed of available educational opportunities through the translation of resources into Spanish. The AIG Office works to inform all parents/families and the community of available opportunities for AIG and advanced students:

- Summer camps
- Duke TIP program
- NC Governor's School
- NC School of Science and Math
- School-based enrichment (Math Olympiad, Science Olympiad, Odyssey of the Mind, Academic Competition, Battle of the Books, Chess, Spelling Bees, MathCounts, Robotics, etc.)

We encourage AIG Coordinators to seek interpreter services for meetings to increase access to the information shared individually or in a small group. Information is shared via AIG and school websites, Peach Jar flyers, emails, automated phone calls/texts, **PAGE** (Parent Advisory for Gifted Education) newsletters.

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

District Response: A goal for the WS/FCS AIG Office is to develop and strengthen relevant partnerships to gain support for AIG programming and students. By creating community partnerships, we can provide our students with enriching opportunities to build connections to the curriculum and real-world experiences. These opportunities can have an impact on gifted students, fostering motivation and engagement, and creating a lasting effect on their long-term academic goals. Currently, schools work to obtain these partnerships with local stakeholders, and variance occurs between sites; however, we are seeking to expand these partnerships across the district according to school and student need. Additionally, members of our local PAGE group serve on our AIG Program Advisory Council and seek to offer opportunities for our AIG students and families.

We collaborate with Forsyth Technical Community College to offer Early College learning experiences, such as dual enrollment for our students. Our goal is to re-establish partnerships with other local colleges and universities to provide AIG licensure programming to expand opportunities for teachers to earn licensure.

Ideas to Strengthen Standard:

- Collaborate with PAGE to create an AIG newsletter which highlights policies and students.
- Provide a link on website to documents in Spanish and a translation of policies.
- Recruit parents from each segment of the community to bolster diversity on the advisory committee.
- Hold an open forum session for parents to ask questions.
- Create a district-wide spreadsheet of local business and community partners who support AIG programs and services and seek additional partnerships.
- Search for funding sources to increase AIG certification for teachers serving gifted and advanced learners.
- Recruit teachers to pursue licensure.
- Investigate College and Career Promise options for 9th and 10th graders.

Sources of Evidence:

- PAGE newsletters and flyers
- AIG plan
- AIG website
- AIG survey responses
- AIG Parent Handbook
- AIG Program Advisory Council bylaws, agendas, and minutes
- Spreadsheet of community and business partners who support the AIG Program
- Annual fidelity checks
- EVAAS data for subgroups
- Differentiated Education Plans (DEPs)
- Budget reports

- Student eligibility records in folders at school sites

Standard 6: Program Accountability

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

Practice A: Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (NCGS § 115C 150.5.8 [Article 9B]), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

District Response: The 2018-19 AIG Advisory Committee had opportunities to review and provide input for the AIG Plan and any local BOE policies associated with the AIG program. Revisions from feedback reflect the program's progress (achieved and recommended improvements we would like to see moving forward). Stakeholders represented a variety of groups: Central Office and School-based Staff, including Academics, ESL, Magnet Programs, parents, AIG teachers (K- 8), principals, classroom teachers, district leadership, and community members. We will continually seek to expand the committee to represent the diversity of the district.

The 2019-2022 AIG plan describes in-depth the identification, services, and support provided to gifted students, parents, families, and the community in WS/FCS. Stakeholders reviewed the shared draft providing additional feedback. The revision will continue as needed based upon data and evaluation. The 2019-2022 plan was presented to the WS/FCS Curriculum Committee on June 9, 2020. Based on this committee's approval, this draft was submitted to the Board of Education for review and approval on June _____, 2020. The plan was approved and sent to SBE/DPI for review and comment. A final version of the plan was shared with stakeholders via the gifted website and various district meetings.

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

District Response: An overarching goal of the local AIG program and plan is to improve compliance with current legislation and state policies by providing improved monitoring at the district level. The AIG department is assessing effective strategies to ensure fidelity in identification, compliance, programming support, professional development, and supplemental curriculum. Electronic documentation will serve as a way of monitoring progress. We will conduct an annual survey of AIG teachers, coordinators, administrators, parents, and students to obtain feedback from all stakeholders. We will work with the district Research and Evaluation Department to develop a survey that is aligned with the goals of the plan, and that can be tracked longitudinally to capture trends over time. Other internal surveys will be conducted by School Administrators, AIG teachers, AIG Coordinators, and other teachers providing support to gifted learners to address specific service delivery and curriculum needs at the school level. The district Program Manager will collaborate with principals, teachers, parents, students, and district-level

personnel to collect feedback and recommendations for improvement of the AIG program components.

Our schools employ a variety of AIG service models based on their unique needs. WS/FCS collects and analyzes demographic data to evaluate the performance of all subgroups, including identified AIG students. Local, state, and national assessments and grade reports serve as part of the evaluation data that is collected, disseminated, and analyzed. AIG student academic growth is one evaluative tool for measuring AIG Program strengths and opportunities for improvement. An AIG Program Placement Team (AIGPPT) monitors the referral, identification process, and academic and social-emotional concerns of identified students at each school. The AIGPPT is comprised of at least one AIG teacher, AIG Coordinator, a school administrator, and a regular education teacher representing the grade level of the referred student.

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

District Response: The AIG department uses state funds for AIG teacher position allotments and AIG specific professional development. The state funds support the purchase and scoring of evaluation instruments for AIG screenings. Instructional supplies and curriculum resources are purchased with these funds to support the gifted program. All budget expenditures are allocated to accomplish the program's goals and objectives, reflecting integration with the entire school curriculum. WS/FCS contributes beyond state funding to support the full implementation of the AIG Plan. State funds are monitored by the AIG Program Manager, the WS/FCS senior staff, and the Finance Department. Each year funding status will be shared with the AIG Advisory Council.

Practice D: Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.

District Response: The AIG Program Manager and the WS/FCS Research and Evaluation director work closely to maintain, analyze, and share AIG student data. Achievement and growth data are shared on the gifted department webpage. The collection of a variety of data provides essential feedback for improving program components, including identification, service delivery, and professional development. AIG Department utilizes data in targeting curriculum, instructional needs, professional development, and service delivery. The AIG Department also assesses AIG student exit/drop data. Identification data will be collected and monitored by the AIG Office to measure student performance based on identification pathways. The AIG department will collaborate with AIG Coordinators, teachers, and principals to analyze AIG student growth data to improve the AIG program. They analyze student progress, trends, and patterns of AIG performance. The AIG Office will collaborate with the district AP Coordinators, AP teachers, principals, and other departments to monitor AP program fidelity and outcomes.

Practice E: Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: The AIG Program collects and reviews data from a variety of sources. Careful analysis of data will guide decision making related to identification criteria. The district is working to strengthen the use of multiple criteria for access to gifted services. The AIG Program will pilot the LIFT (Leading Instruction and Fostering Talent) program with a select number of schools to cultivate gifted potential in underrepresented K-5 students beginning in 2019-2020. Each school will have a designated AIG representative reporting to the AIG office to monitor and provide feedback on curriculum, service delivery, student performance, and other relevant data requested to determine (longitudinal) impact. It will be fully implemented in all elementary and middle schools beginning the 2020-21 school year. The AIG Program Manager and the district English as a Second Language (ESL) Director collaborate to review data and monitor the representation, performance, and retention of underrepresented students in the AIG program. AIG Coordinators are encouraged to seek appropriate evaluation instruments for students with language barriers. We will collaborate with the Exceptional Children (EC) department to determine best practices in serving our twice-exceptional students. The district now has a database that teachers can access, that indicates student identification as AIG, EC, or LEP. The AIG and EC departments will collaborate with schools to address the specific academic and social-emotional modifications necessary for the students who are identified as twice-exceptional and highly gifted. Schools will adjust their service delivery model to address EC students' academic areas of strength and support their area of disability. We will incorporate training on the social-emotional learning and needs of highly gifted students. We will also work with the Title I Office and Office of Equity to identify strategies to support under-represented students with high academic potential. The AIGPPT in each school will assist in monitoring these subgroups and strategize solutions for students whose scores may indicate underachievement or insufficient growth.

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

District Response: The AIG Program Manager works with the Human Resources Department each year to determine AIG teacher allotment for schools based on AIG student enrollment. Human Resources will provide AIG teacher licensure endorsement and teaching assignment information yearly, including information and status on teachers who are seeking licensure endorsements. The district AIG department will collaborate with the Human Resources department to monitor those seeking licensure to ensure they are enrolled in a university or college AIG program or completing the district professional development expectations and meet state Praxis requirements. Licensed gifted educators will facilitate district professional development. The PD will promote an understanding of gifted characteristics, social-emotional needs, best practices, and strategies and methods for differentiating content and instruction for advanced learners. Beyond licensure, teachers are encouraged to stay up to date with best practices and updated research by attending AIG-specific professional development relating to the academic, social, and emotional needs of gifted students.

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

District Response: The AIG Department disseminated surveys to elicit feedback from students, parents, teachers, and administrators/support personnel for the 2019-2022 plan revision. The

Program Manager plans to use this feedback to develop additional surveys and utilize other methods of gathering stakeholder input. Individual school visits to discuss AIG concerns with administrators, coordinators, and teachers are ongoing. Annual surveys will be distributed electronically to the different stakeholder groups.

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

District Response: The AIG Department gathers feedback through various modes, including an annual stakeholder survey which is available in written and electronic formats. These sources include feedback from stakeholder surveys, AIG student achievement and growth data, AIG student enrollment data, and communication with district, school, and community stakeholders. The AIG Program Advisory Council meets to evaluate the effectiveness of AIG programming and to monitor the alignment with state expectations. The AIG Program Advisory Council provides support for program initiatives and offers suggestions for effective implementation. Updates regarding implementation progress will be shared during each quarterly council meeting.

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

District Response: It is a goal of the AIG Department to increase the transparency of data collected from our AIG program. The AIG Program Manager collaborates with the Research and Evaluation Director and district administrators to determine best practices and methods for sharing data reports with the public. Data that will be shared include that from AIG surveys, the LEA assessment tool, growth scores, and proficiency scores (i.e., EOC, EOG, IB, AP). Data will be shared promptly on the district's AIG website. The AIG Department gathers and evaluates data sources to analyze progress toward stated goals and areas in need of improvement. The AIG Department compiles and examines the following information for decision making and planning:

- Stakeholder Survey responses
- Student achievement data
- Student growth data
- AIG Program Advisory Council input
- Demographic data analysis

Dissemination of data will occur via:

- AIG Website
- Parent Meetings
- AIG Program Advisory Council Meetings

Feedback from stakeholders will remain confidential throughout the process.

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

District Response: District policies and procedures exist to safeguard the rights of families. Information is available in the AIG Handbook and on the website. Information regarding policies on identification and placement, reassessment/rescreening opportunities, student transfers, and procedures for resolving disagreements are shared.

Placement Reevaluation: WS/FCS strives to use entry requirements for the Academically/Intellectually Gifted Program (AIG and HAG) that best identify those students who need accelerated, high-level work. Placement in any of these programs, however, must sometimes be reviewed. A student is responsible for applying him/herself to work and making steady progress consistent with the program goals. Teachers, guidance counselors, social workers, and school administrators will be available to help the student overcome any obstacles to learning. If problems with schoolwork arise, early intervention through communication between the home and school is essential. The following guidelines specify when a parent/ teacher/guidance counselor conference is required.

GUIDELINES FOR MANDATORY PARENT CONFERENCE and CHANGE OF PLACEMENT REVIEW: The AIGPPT Team may determine if a conference is required over one quarter, the student exhibits any of the following: 1. Repeated failure to complete work assigned. 2. Substantial difficulty in understanding work that other students can do independently (without parental or tutorial assistance). 3. A semester grade of D or F in any academic subject. Every effort should be made to assist the student in overcoming academic obstacles. The aim is to provide schoolwork to each child at an appropriate level of challenge so that he/she can experience success. In some circumstances, it may become necessary to reevaluate placement to find a better match between the student's needs and the academic work expected in the program. The following guidelines specify when a change of placement from an academic program may be necessary. No one indicator alone is absolute, and any extenuating circumstances in the child's personal life should receive strong consideration. It may be required to follow a child's progress to ensure that a change in an academic setting does not compound an already existing problem. The child's parents or other guardians should be consulted and kept informed of any academic difficulties the student experiences. Parents may request a change in the academic placement if, in their opinion, it would benefit the child. If the parents do not desire a change in the setting, the school system retains the right to make the final determination of the appropriate level of placement.

CHANGE OF PLACEMENT CRITERIA: A change in academic placement should be considered if the student shows: 1. Repeated failure to complete substantial work over two quarters. 2. A consistent pattern of low grades (D's or F's) over three quarters in at least two content areas or classes.

Change in placement criteria, or criteria requiring a parent conference, should be discussed initially only between teachers, guidance counselors, and parents. It is not appropriate for a teacher to discuss the change of placement criteria directly with the student concerned. Before a final decision is made, the student may be included in the discussion at the option of the parents. Change of placement must be reported to AIG Department Data Manager and Change of Placement forms must be completed and filed.

PROCEDURE TO DISAGREE: 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. For more information about parents' rights regarding student records, see the Parents' Handbook or Policy 5125.

APPEALS PROCEDURE: 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.

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 AIG Program Manager within five business days of the receipt of the principal's decision at PO. Box 2513, Winston-Salem, N.C.27102. The AIG Program Manager 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 level. If the parents are dissatisfied with the AIG Program Manager's decision, 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.

Mediation: 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.